DOCUMENT RESUME

ED 386 892 EC 304 285

| | |
|---|---|
| AUTHOR | Alberg, Joni; And Others |
| TITLE | Social Skills Planning Guide. |
| INSTITUTION | Research Triangle Inst., Research Triangle Park, N.C. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| REPORT NO | ISBN-1-57035-029-9 |
| PUB DATE | 94 |
| CONTRACT | HS90049001 |
| NOTE | 200p. |
| AVAILABLE FROM | Sopris West, 1140 Boston Ave., Longmont, CO 80501 ($47.50 planning guide; $15 software). |
| PUB TYPE | Books (010) -- Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Computer Software; Curriculum Development; *Decision Making; *Disabilities; Educational Media; Elementary Secondary Education; *Evaluation Criteria; Instructional Development; *Instructional Materials; *Interpersonal Competence; *Media Selection; Student Educational Objectives |

ABSTRACT

This manual is intended to help educators of students with disabilities select and implement a social skills program through a five-step decision process, either manually or by use of software (available in both PC-DOS and Macintosh formats). After an introductory chapter, the second chapter focuses on what social skills are, why they are important, and why schools need to accept responsibility for teaching social skills. The third chapter provides information about instructional strategies, skill generalization and maintenance, integration of social skills instruction into existing curricula, and enlisting the help of students and adults. The decision-making process is detailed in Chapter 4, which helps to identify a social skills program appropriate to a given grade level, specific social skills needed, and within given budgetary and situational constraints. The fifth chapter contains a facilitator's guide to assist teams in the decision-making process. Appendices offer program summaries, a summary checklist which compares features of 76 social skills training programs, and facilitator materials. (Contains 69 references.) (DB)

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# Social Skills

# *Planning Guide*

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Social Skills

# *Planning Guide*

By Joni Alberg, Christene Petry
& Susan Eller

with
Cynthia L. Warger
Becky Cook
Debbie Cross

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Preparation of this book was supported with Federal funds from the U.S. Department of Education under contract number HS90049001. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ISBN #1-57035-029-9

Published & Distributed by:

**Sopris West**
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

# Contents

1. Introduction ........ 1

2. Why Teach Social Skills? ........ 5

3. What Are the Components of Social Skills Instruction? ...... 11

4. How Do I Select a Social Skills Program? ........ 27

5. How Do I Work with Others to Select a Program? ........ 33

6. References ........ 43

Appendix A: Social Skills Program Annotations ........ 47

Appendix B: Social Skills Program Summaries ........ 127

Appendix C: Comparison Summary Checklist ........ 165

Appendix D: Facilitator Materials ........ 171

# Acknowledgments

The development of *The Social Skills Planning Guide* involved numerous educators from across the United States who are committed to developing the social competence of our nation's youth. The Division of Innovation and Development (DID) of the Office of Special Education Programs, U.S. Department of Education, recognized the importance of providing social skills instruction to students with disabilities and the need to develop a practical and useful tool that linked social skills research and practice. Dr. Ken Denny provided support and guidance during the first year of the project from which this Resource Guide emerged; Dr. Martha Coutinho provided the necessary technical direction during the collection and synthesis of information about social skills instruction; and Dr. Helen Thornton guided the production of the final version of the Guide. The support and involvement of these three individuals ensured that we developed a product that reflected the importance of social skills instruction.

In addition to support from DID staff, the project was guided by a nine member Stakeholder Advisory Panel and six consultants. The involvement of these individuals at critical points in the project was invaluable. Carol Barron (middle school special education teacher; Arizona), John Clark (state agency administrator; Nebraska), Buddy Coleman (high school principal; North Carolina), Judy Fortaleza (district director of special education; Ohio), Pat Hughes (high school science teacher; Florida), Judy Larson (high school special education teacher; Washington), Earl Mello (principal of juvenile detention center; Maryland), Kurt Sherman (fourth grade teacher;

Vermont), and Darlene Westbrook (middle school principal; Texas), kept us focused on the realities facing today's educators. Janis Chadsey-Rusch, the late Robert Gaylord-Ross, Jay Gottlieb, Phil Strain, Hill Walker, and Cynthia Warger provided consultative expertise on implications of research for educational practice.

During the course of the project, 216 individuals were interviewed and 52 observations were conducted for the purpose of gathering "real world" information about the implementation of social skills instruction. Although it is not possible to name every individual who worked with us, we would like to thank:

- the principals, assistant principals, general and special education teachers, bilingual teachers, paraprofessionals, guidance and vocational counselors, school nurses, students, parents, and others, we interviewed and observed in the 22 sites we visited; they welcomed us into their educational settings and openly shared their perspectives on social skills instruction; and
- the 63 focus group participants (including general and special education teachers, guidance counselors, psychologists, principals, district office administrators, state agency administrators, university professors, and school board members) who reviewed the Resource Guide and made recommendations about its content, format, and organization.

Finally, the core RTI project team of Joni Alberg, Christene Petry, Susan Eller, Becky Cook, and Debbie Cross, was assisted by colleagues: Carl Ferguson who conducted site visits; Susan Danin who reviewed and contributed to early conceptual writings about social skills development; Katy Arnot, Shelli Hayes, and Laura Boehnlein who gathered and synthesized social skills literature; Cindy Woloszyn and Ronnie Lashaw who assumed primary responsibility for writing the programs for the Macintosh and DOS software respectively, and their colleagues Simon Wright, Steve Monteith, Carlene Cearley, Brian Twidt, Doris Rouse; Lil Clark who provided administrative support to the project during the early years and continued to lend a hand whenever needed; and Sharon Rowland, Linda Bailey-Stone, and Pat Pattillo who all, at one time or another, assisted with text and graphic production.

# Introduction

As incidents of violence and delinquency continue to rise in schools, and as students increasingly lose out on precious learning time due to deviant and problem behaviors, the pressure mounts for educators to find viable solutions. While many alternatives are being offered to remedy this growing crisis, prevention continues to head the list. One such preventive approach is social skills instruction. Many people believe that students, as a result of their life circumstances and the demands and stresses of modern society, have never learned socially appropriate ways of behaving. Instruction in such behaviors might just make a positive difference.

Social skills—defined here as an individual's situation-specific behaviors that others judge as socially appropriate—are fast becoming an important focus in many schools. In some cases, social skills instruction is being mandated either district or building-wide; in others, an individual teacher or teaching team has decided to incorporate social skills into the instructional program. Whatever the source for deciding to tackle social skills, educators are finding that planning an effective program requires a great deal of effort: A suitable program from among literally hundreds of possible sources must be identified and a plan for implementation must be developed.

The purpose of this guide is to assist educators, working either independently or as a team, to choose the most appropriate social skills program to meet their students' needs and to plan for a program's implementation. The information contained in the guide will assist you in planning social skills programs for all students. Where appropriate we have included information for addressing the needs of students with disabilities.

Over the past few years there has been a proliferation of commercially available social skills programs and approaches. While the vast number of programs helps guarantee that you will find one that is well suited to your needs, you might also find yourself spending countless hours sorting through all of the available programs. ***The Social Skills Planning Guide*** is designed to help you locate quickly and efficiently a social skills program that reflects the grade level that you teach, targets the social skills that you have identified your students need and is within your budget and situational constraints to implement.

***The Social Skills Planning Guide*** prepares you for selection and implementation of a social skills program by taking you through a 5-step decision process that is complimented by a Comparison Summary Checklist (of social skills programs) that can be completed manually or with the enclosed user-friendly support software. The guide is based on work conducted by the Center for Research in Education at the Research Triangle Institute, as part of a project funded by the U.S. Department of Education, Office of Special Education Programs. More than 70 social skills programs were reviewed. Summaries of the programs are presented in this guide in the form of program annotations. In addition, research and literature pertaining to social skills instruction was used to construct the planning approach presented in the following chapters. Whenever possible, we include examples from school and community-based sites that we visited to support theoretical principles.

## *Organization of the Guide*

When starting off in the social skills area, most educators have the following questions:

- Why should I teach social skills?
- What instructional strategies do I use to teach social skills?
- How do I select a social skills program or approach that is best suited to my needs and those of my students?

***The Social Skills Planning Guide*** is organized to help you answer these key questions. It takes you, or yourself and a team of educators, through a process that culminates in your selection of an actual program.

The guide takes you through a step-by-step decision making process of selecting a program that is best suited for you and your students and prepares you to implement a chosen program. There is no prescribed sequence for using ***The Social Skills Planning Guide***. We recognize that different information needs exist. Therefore, we have organized the sections accordingly:

- If you need information regarding the ***importance of social skills instruction and the role educators can play in teaching social skills***, then turn to Chapter 2. A general overview of social skills is provided—what it is, why it is important, and why schools need to accept responsibility for teaching social skills. You can use the information contained in Chapter 2 to create a presentation about social skills instruction for your staff, school board, parent teacher association (PTA/PTO), caregivers (such as parents, other adult family members, and guardians), and others.
- If you want to learn more about the ***instructional strategies commonly used in social skills programs***, then turn to Chapter 3. You will find information about assessment, instructional strategies, skill generalization and maintenance, integration of social skills instruction into existing curriculum, and enlisting the help of students and adults to teach social skills.
- If you are ready to ***select a social skills program***, then turn to Chapter 4. A step-by-step decision-making process is provided to help you choose a program that meets the needs of your students, and which is compatible with existing programs, philosophies, and resources in your setting. You are supported through this process by a ***Comparison Summary Checklist*** that can be completed manually (see Appendix C). Program annotations for more than 70 social skills programs are included in Appendix A.

# Introduction

Appendix B contains extended descriptions of 8 of these programs, two for each grade level. When you complete the step-by-step process, you will be ready to begin preparations for implementing the social skills program(s) you have selected.

Chapter 5 contains a facilitator's guide for those of you who will be working as a team to make your selection. Even if you are not working as a team, you might find some of the ideas presented in this chapter useful in helping you apply the information contained in Chapters 1-4.

Everything you need to get you started is contained in this guide. The guide includes information, procedures, and discussion starters for guiding you and your team through the planning process. In some cases, blackline masters that can be made into overheads or photocopied are provided.

Planning for social skills instruction can be a challenge, but with the help of ***The Social Skills Planning Guide*** you will have at your fingertips both a framework to guide your decisions, and a data bank of annotations of over 70 available social skills programs. It's a starting point that, we hope, will result in better social outcomes for your students.

# Why Teach Social Skills?

# Why Teach Social Skills?

This chapter presents the first step in planning for social skills instruction—understanding why one should teach social skills. There is a growing body of knowledge—some of which we present in the following pages—that underscores the importance of teaching social skills. Anecdotal evidence from classroom teachers confirms its value. Our first task is to have a shared definition of social skills.

## *What Are Social Skills?*

Generally speaking, social skills definitions are broad and nonspecific. Although researchers have offered numerous definitions and have made many attempts to analyze and categorize the various social skills definitions and perspectives (Eisenberg & Harris, 1984; Greenspan, 1981; Gresham, 1986; McFall, 1982), no one has been able to develop a widely accepted definition of social skills. There are, however, some common themes:

- Social skills are specific behaviors. Definitions consistently refer to social skills as situation-specific verbal and nonverbal behaviors that individuals use to perform particular social tasks.
- Social skills are a component of social competence. Social skills are repeatedly defined as skills that enable individuals to perform effectively and competently within a social context.

- The extent to which an individual is considered socially skilled is determined by the judgments of others. Many definitions include the component of value-based judgments by people observing specific social behaviors. Some definitions define social skills in terms of an individual's acceptance and popularity among peers, determined by the judgments peers bestow upon the individual's behavior.

Using these three common components of social skills definitions, we define social skills as ***an individual's situation-specific behaviors that others judge as socially appropriate***.

Social skills can be categorized in a number of different ways. We have grouped social skills into the following skill categories:

- **Communication skills** (giving feedback, listening, using a quiet voice, negotiating, apologizing, conversing, speaking, seeking and giving help).
- **Interpersonal skills** (asserting oneself, making friends, dating, negotiating, being aware of and understanding others, dealing with authority figures, initiating interactions, interacting with strangers, interacting with adults, interacting with peers, interacting with co-workers, showing consideration for others, sharing, cooperating).
- **Personal skills** (being self-aware, maintaining a positive self-concept/personal identity, accepting responsibility for self-care and hygiene, dealing with feelings, using manners, setting goals).
- **Response skills** (receiving feedback, following directions, dealing with criticism, dealing with frustration, controlling aggression, accepting consequences of behavior, responding to peer pressure, resolving conflicts, solving problems, dealing with stress, empathizing).

These categories will be used to group social skills addressed in the various programs that you will review.

## *Why Should Schools Offer Social Skills Instruction?*

Although it can be argued that social development is the primary responsibility of the family or other significant persons in a child's life, many educators recognize that schools can no longer assume that students will learn social skills outside of the school setting. Additionally, recent concerns about the nation's ability to compete in a global economy have led state and local governments and the public to demand higher educational standards for students. Schools are being pressured to be accountable for meeting those standards.

Increasing pressure has led many State Boards of Education to develop outcomes or specific competencies that students are expected to achieve. The National Center on Educational Outcomes (NCEO) reviewed the results from 17 states that had developed competencies. Personal and social adjustment outcomes ranked second, outranked only by academic and functional literacy (NCEO, 1993). These results demonstrate a widespread recognition that social competence has become an important component of the educational mission of public schools.

Success in school, in the community, and on the job depends not only on task competence but also on social competence. Most of life's activities, including education, community living, and employment, occur within a social context and members of society place certain expectations on each of us regarding competent social functioning. Students, citizens, and workers are expected to demonstrate good social skills; that is, to behave and act appropriately, make friends and get along with others, solve problems and resolve conflicts, make good decisions, communicate accurately, and hold an overall positive self-perception.

Social skills are key to eliciting positive outcomes. Pervasive negative outcomes often result when individuals do not have proper social skills. For example, inadequate social competence during childhood has been associated with a number of problems that appear later during adolescence and adulthood, including juvenile delinquency, school suspension, grade retention, truancy, dropping out of school (Kupersmidt & Coie, 1990), conduct-related discharge from military service (Roff, Sells, & Golden, 1972), and mental health problems (Cowen, Pederson, Babigan, Izzo, & Trost, 1973).

Before moving on, consider for a moment your own perception of social skills instruction. Why are you interested in beginning a social skills program? What do you hope to achieve as a result of implementing such a program?

## *What Social Skills Problems Are Associated with Students with Disabilities?*

For students with disabilities, social skills development is of particular importance. Students with mild disabilities and those with low achievement tend to be rated by their teachers as significantly less socially competent than the students in general education programs (Merrell, Johnson, Merz, & Ring, 1992). Students with disabilities often have peer relationship problems. In a recent review and meta-analysis of the literature on social skills deficits among populations with learning disabilities, Swanson and Malone (1992) reported that students with learning disabilities were more likely to be rejected than their peers without disabilities. Additionally, students with learning disabilities were rated as being more immature and aggressive and as displaying more personality problems than their nondisabled peers.

Social competence has also been found to influence the success of mainstreaming efforts for individuals with disabilities (Madden & Slaven, 1983), peer acceptance (Asher & Hymel, 1981; Asher, Oden, & Gottman, 1977), and job acquisition and maintenance (Sailor, Anderson, Halvorsen, Doering, Filler, & Goetz, 1989). For individuals with disabilities, jobs often are lost because of social difficulties rather than task incompetence. The literature concerning problems of adults with learning disabilities repeatedly shows that social skills is as important as academics for vocational adjustment (Smith, 1988).

There are several hypotheses as to why students with disabilities have difficulty becoming socially competent. The following possible causes for social skills deficits in students with learning disabilities have been offered by Forness & Kavale (1991):

- Social skills deficits are the result of the same neurological dysfunction that is presumed to cause the academic difficulties of students with disabilities.
- Academic problems result in low self-esteem and rejection by peers, which then prevent the adequate development of social skills.
- Students with learning disabilities fail to learn social skills because of lack of opportunity and reinforcement. Often students with learning disabilities are socially isolated and have few role models from whom they can learn appropriate social skills.
- The family systems of students with learning disabilities may be dysfunctional as a result of the stress of dealing with a special child, which then results in the child's developing inappropriate interpersonal skills.

There is no one explanation for the social skills deficits of students with disabilities, and it is highly probable that the deficits have many causes (La Greca & Vaughn, 1992). It is, however, generally accepted that the presence of social skills deficits is more pronounced in the population of individuals with disabilities than in the nondisabled population. Educators have looked to instructional programming to remediate these skill deficits.

## *Can Instruction Make a Difference?*

- ***Since we have provided social skills instruction, aggression on the playground has decreased.***
- ***We have fewer behavior problems.***
- ***The average standardized test scores of the Chapter One students in my class increased 11 points in reading vocabulary and 17 points in reading comprehension. I believe my social skills instruction influenced this increase.***
- ***The number of students sent to detention has dropped.***
- ***The number of inappropriate referrals for special education has decreased.***

Encouraging comments such as these from educators who are currently providing social skills instruction suggest that the teaching of social skills can have far-reaching benefits for students, including improved interpersonal and academic competence in school.

Although few researchers have examined the effectiveness of commercially available social skills programs, there is a body of research supporting the efficacy of specific strategies used in the programs and for social skills instruction generally. For example, researchers at the University of Kansas Institute for Research in Learning Disabilities have demonstrated that individuals with learning disabilities can learn social skills strategies at rates and levels of mastery comparable to those of their nondisabled peers. Youths with emotional disabilities and individuals with developmental disabilities also have demonstrated improved performance of complex social strategies in novel role-play situations. Research has also shown that with specific generalization instruction, students with learning disabilities generalize the skills across settings and in naturally occurring situations (Clement-Heist, Siegel, & Gaylord-Ross, 1992; La Greca & Santogrossi, 1980; Sacks & Gaylord-Ross, 1989; Schumaker, 1992; Sisson, Hasselt, Hersen, & Strain, 1985).

## Special Considerations

As you become more familiar with the area of social skills, you will probably find that certain questions arise. Three of the most common questions raised are:

- How do you guarantee the social validity of identified skills?
- How do you teach social skills in a culturally diverse setting?
- How is social skills instruction related to values clarification?

It is important to understand the source of these questions so that you will be able to allay any concerns.

### How Do You Ensure the Social Validity of Identified Skills?

An important concept in social skills instruction is social validity. This term is often found in the literature and refers to the relevance or importance of the social skill for success in a specific setting or situation.

Socially valid behaviors are those that are reinforced by the social system in which they are displayed. We have defined social skills as being situation specific, recognizing that different situations or settings may require different skills. The determination as to what behaviors or skills are socially valid is often made by the authority figures in a setting. For example, in the school setting teachers determine what behaviors are important for success in their classes. In the peer group, the leaders or perhaps the most popular students will determine the socially valid behaviors or the ones most important to success and acceptance by the group.

There are cases in which successful social behaviors in one setting are in conflict with the behaviors required in another setting. For example, a student may live in a home where yelling and arguing are the norm or in a neighborhood where street gangs are prevalent and fighting is accepted and perhaps required to settle conflicts. However, these behaviors are not acceptable in the school setting. In these types of circumstances the student will need to be taught to discriminate among the settings and situations in which various behaviors are necessary.

For the purposes of this guide, our reference point for the social validity of behavior is the U. S. public school setting. We believe that behaviors considered necessary for successful achievement in the school setting are the same skills that are essential for life success in mainstream American society.

### How Do You Teach Social Skills in a Culturally Diverse Setting?

Many different cultures are represented in the U. S. and students come from a multitude of backgrounds. What is considered appropriate social behavior often differs among ethnic or cultural groups. We have defined social skills as situation-specific behaviors, and one might say that social skills are also "culture specific." It is important to recognize that students' cultural backgrounds may influence their social behaviors. Culturally different behaviors should not be judged as wrong; simply as more or less effective when a student is interacting within the school culture.

When teaching social skills, you should help students understand the expectations of the school culture while recognizing that different cultures sometimes have conflicting norms. When behaviors expected in the school culture are in conflict with behavioral expectations at home or in the community, you will need to help your students understand the difference in expectations and discriminate between the different settings.

You can enhance your success by learning more about the social behavioral norms of all cultures represented by your students. It is important not to stereotype any one ethnic or cultural group that might be present in your class. Always strive to increase your sensitivity to the potential conflict students may feel when behavioral expectations within the school differ from expectations in their homes or neighborhoods. You can find more information about culturally specific social behaviors from publications (see for example, Garcia & Malkin, 1993; Gibbs, Huang, & Associates, 1989; Hernandez, 1992; Li, 1992; Macias, 1992), resource centers such as the National Clearinghouse for Bilingual Education, and organizations such as The Council for Exceptional Children's Division for Culturally and Linguistically Diverse Learners. Locally, enlist the help of your bi-lingual education department or English as a second language (ESL) coordinator. Take advantage of cultural opportunities offered through community-based organizations in your area.

## *How Is Social Skills Instruction Related to Values Clarification?*

In the 1960s and early 1970s, some schools used an approach called "values clarification." Teachers and counselors presented moral dilemmas to students and encouraged them to discuss potential solutions to the dilemmas. Many of these dilemmas required students to determine what was most important to them—that is, what they valued.

In some instances, parents and community members became uncomfortable with school personnel using this approach. The concerns expressed most often included the following:

- Students were not taught the "right" way to behave, but were permitted to suggest "bad" as well as "good" alternatives.
- Schools should not address the values domain, as it was considered the responsibility of the family and religious organizations.

As a result of these concerns, most educators abandoned using the values clarification approach.

Recently, the need for students to learn values and skills essential for good citizenship and for the survival of democracy has been identified by many communities and parents as important. Based on the results of a 1992 survey, a researcher at Boston University reported that 86% of Americans surveyed favored schools teaching values and only 12% were opposed (Henry, 1993). These results suggest an awareness by the general public that students need standards for behavior and that the public is supportive of schools' efforts to teach students appropriate social behaviors. Additionally, in surveys conducted over several years, the general public has cited the lack of discipline among students as one of the major problems facing schools (U.S. Department of Education, 1992a). This lack of discipline is often related to the lack of social skills in students.

In response to this growing need for behavioral standards, some school districts have again begun to address the teaching of values. However, these schools have approached the subject not from a moral perspective but from the perspective of a democratic society. For example, in Baltimore County Public Schools, a task force of parents, educators, and community leaders developed a list of values considered essential for the survival of a free society. Examples from this list of 24 values include responsibility, honesty, knowledge, courtesy, self-respect, and respect for others' rights (Bjorklund & Bjorklund, 1992). Other school districts have developed "character education" and "citizenship" programs. These programs emphasize such principles as civic responsibility, patriotism, honesty, self-discipline, respect for others, and respect for self (Henry, 1993).

In summary, although you may never be required to respond to concerns from parents, community members, or your peers about whether or not you are teaching values or infringing on the domain of the family, church, or other social institution, you need to be aware of the distinction between values clarification and social skills instruction. When teaching social skills, you should carefully select skills to be taught based on their social validity; that is, their importance for school and life success as well as good citizenship. You and your colleagues may want to follow the example of Baltimore County and involve parents and community members in deciding what social skills will be taught. Using this approach will help to ensure the support and approval of everyone concerned.

## *Moving Forward*

Understanding the importance of social skills instruction is the first step in helping you move forward in planning a sound program. While reasons for initiating such a program might vary across individuals, research and practice does show that there are positive outcomes to be attained when a program is put into place properly.

The next step is to become familiar with the instructional strategies that have been used successfully to teach social skills. Before taking this next step, we suggest that you pause for a moment and reflect on why **you** think that it is important to teach social skills. What social skills do your students need? In what way might social skills instruction **prevent** certain problems from occurring? Once you have thought through these questions, and possibly even have made a list of your students' needs, consider sharing your perceptions with a colleague. Administrators, counselors, special service personnel, and fellow teachers all have a stake in helping students succeed socially. You might find others are equally concerned and would like to collaborate in selecting and implementing a social skills program.

# What Are the Components of Social Skills Instruction?

# What Are the Components of Social Skills Instruction?

If social skills are to be learned, they must be taught. You can apply the same effective teaching principles to social skills instruction as you apply to your teaching of academic content. We know that no matter what the content, effective teachers (Porter & Brophy, 1988):

- Are clear about their instructional goals.
- Are knowledgeable about their content and the strategies for teaching it.
- Communicate to their students what is expected of them and why.
- Are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge.
- Prepare students to share responsibility with the teacher for their own learning by providing students with the skills that enable them to learn independently.
- Monitor students' understanding by providing regular individualized feedback.
- Integrate their instruction across all subject areas.
- Understand that students are more likely to remember and use what they learn if they see a purpose beyond meeting school requirements.
- Accept responsibility for student outcomes.

Our study of social skills instruction revealed that teachers and other educational personnel applied many of these effective teaching principles to their instruction of social skills. The instructional strategies remained constant; only the content changed.

In preparing yourself to plan a social skills program, it is helpful to have a clear understanding of how instructional strategies support social skills learning. In this chapter we address each of the following instructional questions:

- What types of social skills deficits are my students likely to have?
- How do I determine and assess which social skills I need to teach?
- What instructional strategies should I use to teach social skills?
- How do I plan for generalization and maintenance of skills?
- How do I integrate social skills instruction into my existing curriculum?
- How does social skills instruction fit with my classroom management system?
- How can I involve other adults in my social skills program?
- What material resources are available to help me implement my social skills program?

The answers to each of these questions should guide your approach to teaching social skills.

The information we present to answer each of these questions was synthesized from our review of the social skills literature, review of commercially available social skills programs, observations of social skills instruction, and interviews with educational practitioners and students about their social skills programs. We have emphasized information about instruction that is basic to any social skills program. For more information, check the reference section.

## *What Types of Social Skills Deficits Are My Students Likely to Have?*

Consider your group of students. What social skills do they need? As you make your list, see whether some of your students need the same skills, while others have more individualized needs.

Social skill deficits will manifest themselves in different students in different ways. However, there are some similarities. Social skills deficits are often categorized into four types: skill deficits, performance deficits, self-control deficits, and self-control performance deficits (Gresham, 1986):

- A **skill deficit** is present when a student has not learned or acquired the social behavior. For example, 9-year-old Jason wants to join in a game with four of his peers. However, he has not learned how to ask his peers if they will allow him to participate; nor has he learned how to show his interest in playing. Rather, he sits off to the side sulking, not understanding why he cannot play.
- A **performance deficit** is present when a student knows how to perform the social skill but fails to perform it. For example, during role play activities, Kendra makes eye contact with adults appropriately. However, in other situations throughout the day, Kendra rarely makes eye contact.
- **Self-control skill deficits** occur when an emotional response, such as anxiety, interferes with a student's learning a specific social skill. For example, Katie knows she needs to wait her turn before speaking in a group, but she has not developed the self-control needed to refrain from interrupting and cutting off other people's comments.
- **Self-control performance deficits** are present when a student knows the skill but does not perform it because of an interfering emotional arousal response such as anger or fear. For example, Leo refuses to problem solve with Dan, who Leo has vowed to "kill if he ever comes near." Whenever the two boys are within 50 feet of each other, they begin name calling and posturing.

These different types of problems have obvious implications for instruction. Students who have skill deficits will need to be taught the skills. Students who have performance deficits will require intervention to increase their performance of the skill.

For students who have interfering self-control deficits that preclude skill acquisition or performance, behavior management procedures may be required in order to decrease the interfering emotional response or behavior in addition to teaching the social skill. (Although we will not address ways for dealing with interfering behaviors in this guide, it is important to note that a social skills instructional program does not eliminate a need for a strong behavior management system.) For example, a student who appears withdrawn and fails to join in with peers may be experiencing severe anxiety about being rejected if he or she approaches peers. The anxiety may prevent the student from even attempting to join peers in social settings. In this example, an appropriate intervention would address both the interfering anxiety and a plan for instructing the student in appropriate ways to interact with peers.

Return to the list of students' social skills needs that you made at the beginning of this chapter. How do your identified skills fit with the deficit categories? Do you need more information before answering this question? If you require additional information, more formal assessment might be needed.

Conducting an assessment of your students' social skills will aid you in accurately identifying perceived needs. When you conduct an assessment of your students' social skills you will want to determine which of these types of social skills deficits are present and plan your intervention program accordingly. If, after gathering assessment data, you are still uncertain whether students have skill or performance deficits, start at the beginning and teach skill acquisition first.

## *How Do I Determine and Assess Which Social Skills I Need to Teach?*

Assessment is an important part of social skills instruction. The most effective social skills intervention programs are those that focus on the identified needs of the students receiving the intervention (Coie, 1985).

Assessment is necessary to:

- Identify students who have social skills problems.
- Identify the specific skills that should be included in the instruction.
- Measure student progress and evaluate the effectiveness of a social skills intervention.

It is important that you consider assessment whether you are targeting an individual student or an entire class. Even if you plan to target your entire class for social skill instruction, assessment can help focus your instruction on the specific skills that most students need. If you plan to identify individual students or small groups of students who need instruction in specific skills, assessment is essential to identify the students as well as the skills they need.

Assessment is particularly important when you are considering mainstreaming a student with disabilities. Mainstreaming efforts sometimes fail because the student was not prepared socially as well as academically (Gresham, 1983). The student must be assessed on any behaviors that are important for the setting or settings into which he or she will be moving.

### *Types of Assessment Methods*

If you wanted to know whether a student was able to initiate positive interactions with peers, or to accept the answer "no," how would you find out? Think back to the list of social skills needs that you identified for your students. How did you determine that your students actually had those needs?

Most of us rely solely on our own informal observation when determining social skills needs. While in some cases our observations are valid, in others we need more objective data and confirmation.

Assessment methods can help you identify students who need social skills instruction, specific skills to be taught, and the progress your students are making in learning social skills. A brief description of four typical methods of assessment follows (see Figure 1 for a summary):

***Rating Scales.*** Rating scales can be used to obtain global assessments of behavior based on the perspective of the rater. Teachers, caregivers, and peers can be asked to complete a behavior rating scale to assess an individual's social skills. However, it is important to note that these measures have the potential for rater bias.

Rating scales are commonly found in commercially available social skills programs. Such assessments often turn each skill taught in the curriculum into an item on which to rate the student. For example, if the curriculum includes the skill of listening, then one item on the rating scale will require the rater to indicate how well the student listens.

An example of a rating scale that accompanies a curriculum is the ***Social Behavior Assessment*** (Stephens, 1978). Teachers rate students on their level of performance on 136 skills or behaviors (acceptable level, less than an acceptable level, or never exhibit the behavior). The skills are grouped into four broad areas: environmental behaviors, interpersonal behaviors, self-related behaviors, and task-related behaviors. Several other curriculums we reviewed, which have similar rating or checklist measures incorporated into their programs, are the ***Skillstreaming***, ***ACCEPTS***, and ***ACCESS*** programs.

In addition to the rating scales designed for specific programs, the **Social Skills Rating System** (Gresham & Elliott,1990) is a comprehensive stand-alone rating scale that measures social skills, academic competence, and problem behaviors. Five types of social skills are rated: cooperation, assertion, responsibility, empathy, and self-control. Forms are used to obtain information from teachers, students, and caregivers at three different grade levels: preschool (3-4 years of age), elementary (grades K-6), and secondary (grades 7-12). The rater indicates how often the student performs the behavior: never, sometimes, or very often. Additionally, teachers are asked to rate each skill or behavior on its importance to success in the classroom. To our knowledge, this is the only social skills measure that has been nationally standardized and for which separate norms have been established for boys and girls with and without disabilities.

***Observations.*** Observing students' social behaviors in the natural environment is another method for measuring social skills. Observing students as they interact with others allows the observer to see the students' actual behaviors as well as the preceding events and the consequences of the behaviors.

*Figure 1*

*Methods of Assessing Social Skills*

| Method | Description | Advantage | Disadvantage |
|---|---|---|---|
| **Rating Scales** | Teachers, caregivers, or peers may complete ratings to provide global information about the students' behavior from the rater's perspective | Provides information on a wide range of behaviors and skills | Often offers only global ratings of behavior<br>Has potential for rater bias |
| **Observations** | An observer records information about the behavior(s) of an individual student, including preceding events and consequences of the behavior(s) | Excellent source for understanding sequence of behavior, preceding events and consequences | Time-consuming<br>Not useful for low incidence behavior |
| **Sociometrics** | Peers provide information used to determine friendship patterns and students' status among their peers | Valid for prediction of long-term life outcomes | Does not identify which skills are needed |
| **Role Play** | Students are asked to demonstrate social skills by performing in prescribed situations | Useful for assessing low incidence behavior | Unproven as to validity |

Teachers can use the information gathered during observations to help students understand what events trigger and what events reinforce their inappropriate social behaviors.

Observations can be formal or informal. Teachers observe their students interacting on a daily basis and often make mental notes about their social skills —who gets along with others; who has problems. This informal observation may provide teachers with the information necessary to determine who requires intervention, and, in some cases, it may also aid teachers in identifying the skill deficits. More formal observations may involve an external observer such as the counselor or psychologist, who comes into the classroom to record specific behaviors of identified students. However, as the opportunities to perform certain social skills occur infrequently throughout the day, you may need to rely on other forms of assessment.

***Sociometrics.*** Two types of sociometric procedures are most often used. The **peer nomination** method is one in which students are asked to identify peers using designated positive and negative criteria. The question most often asked is, "Name three students in your class with whom you most and least like to play." With very young children, the photographs of the class members are displayed in front of the children so that they can see their classmates and choose from the pictures (McCandless & Marshall, 1957). Through peer nominations, it is possible to determine who among the class is popular, average, and rejected. Students who receive many positive nominations and very few negative nominations are popular; those students who receive many negative nominations and very few positive nominations are identified as rejected or disliked by their peers. Specific scoring systems exist for determining the status of children using the peer nomination technique (for more information, see Terry & Coie, 1991).

Another sociometric procedure is the **peer rating** method. This method requires students to rate each peer using a Likert scale along some specified dimension (e.g., "How much do you like to play with this person?"). Responses may range from "like to play with a lot," to "don't like to play with at all." For very young children, photographs of their classmates are used and they may choose between a happy face for "like to play with a lot," a neutral face for "kind of like to play with," or a frowning face for "don't like to play with." The advantage of the peer rating method is that information is obtained regarding preferences for each peer.

Sociometric methods are commonly used when identifying students who are experiencing peer relationship problems. These methods have demonstrated predictive validity for identifying students who may have other difficulties in life such as retention, truancy, dropping out of school, and school suspension (Kupersmidt & Coie, 1990). In addition, sociometrics have been demonstrated to predict later psychiatric problems in adulthood (Cowen, Pederson, Babijian, Izzo, & Trost, 1973; Roff, 1963). Although sociometric methods can be used to identify students who are experiencing peer interaction difficulties, other assessment instruments are required to determine the nature of the specific skill deficits that the students display.

***Behavioral Role Plays.*** Role playing is a technique used in many social skills programs as an instructional strategy. It may also be used as an assessment tool. Role plays can be used to assess behaviors that occur at a low frequency in the natural setting. The facilitator presents a situation to the students, has them role play how they would handle it, and observes whether the students used the social skills that were appropriate to the situation.

Since role plays represent an actual enactment of the skill, they are not based solely on the perspective of a rater. In addition, role plays may be preferred over formal observation because they may be less time consuming. With role plays you can also discriminate a performance deficit from a skill deficit. For example, if the student can perform the skill in the role-play setting but fails to do so in a naturally occurring social setting, you will know the student exhibits a performance deficit and not a skill deficit.

### *Using Measurements to Evaluate Intervention Outcomes*

All of the assessment techniques just described can be used both as pre- and post-instruction measures, thereby providing a means of assessing student progress and evaluating the effectiveness of the intervention. Assessment should be used to target skills for instructional purposes and **not** for labeling students as socially deficient.

As evaluation tools, the measures have different strengths and weaknesses. For example, the predictive and social validity of sociometrics has consider-able support in the literature. Social status measured by sociometric techniques has been demonstrated to predict significant social outcomes such as grade retention and adult psychopathology. Unfortunately, the predictive validity and social validity of the other measures described above have not been as well established.

Often teacher behavior ratings have demonstrated a significant correlation with social status, suggesting that they may be adequate predictors of similar social outcomes. A weakness in using teacher ratings exclusively for evaluation purposes is that while they represent more global ratings of behavior, they often do not detect small changes in behavior.

Observations and role-play measures are sensitive to small changes in behavior but they have less established social and predictive validity. Recording behavior change in role plays or observations does not prove that the intervention was successful in altering long-term outcomes. In fact, observation measures have not been demonstrated to predict future social status or significant social outcomes, and role-play measures have demonstrated very little relationship to social status (Gresham & Reschly, 1988). Another problem with role-play measures is that one cannot be sure that the student will transfer role-play behavior to the natural setting. Because the role-play situation is controlled and contrived, it may not accurately reflect how the student will behave in the natural setting.

Observations in the natural setting offer more assurance that actual behavior change has been accomplished. Observation measures have been shown to be sensitive to the effects of intervention and can be used repeatedly, making them more valuable for evaluation of intervention outcomes. For example, in the ***Teaching Social Skills: A Practical Instructional Approach*** program by Rutherford and colleagues, teachers are required to conduct direct observation of student behaviors before beginning instruction, during instruction to measure progress, and after instruction to ensure that the student has met the outcomes.

In summary, all of these measures have advantages and disadvantages as tools for evaluating intervention outcomes. Typically, role-play assessments and observations tend to be used for measuring short-term discrete skill acquisition, while sociometrics and rating scales are reserved for measuring long-term behavior and social status changes.

No matter which measure you choose, social skills instruction should be considered a long-term intervention. It is not realistic to expect immediate changes in students' behavior and social status among their peers.

### *Wrap-Up: Assessment*

Before moving on to the next section, take a moment and consider the list of social skills that you identified for your students. Pick one social skill (or preferably more) and determine how you might measure it. Review each type of assessment strategy with the following question in mind: How might the assessment strategy help you gather pertinent information about your students' current social behavior? Think about how you might undertake assessment in your classroom.

## *What Instructional Strategies Should I Use to Teach Social Skills?*

This section discusses the instructional strategies found most often in social skills curriculums and how those strategies can be used to promote the acquisition, generalization, and maintenance of skills. Our study has determined that:

- Many children need instructional support to learn social skills.
- The instructional strategies used to teach social skills are similar to those used to teach academic subjects.
- Most commercially available social skills programs use many of the same instructional strategies.

The most commonly used instructional strategies in social skills programs are:

- Modeling.
- Role playing.
- Positive reinforcement.
- Practice/rehearsal.
- Incidental teaching.
- Prompting.
- Coaching.

A brief description of each strategy is presented in Figure 2. Even if you have never provided social skills instruction to students, you probably have used at least a few of these instructional strategies. Research has demonstrated the effectiveness of many of these strategies for teaching students social skills (Brown, McEvoy, & Bishop, 1991; Carter & Sugai, 1988; Michelson & Mannarino, 1986; Oden & Asher, 1977).

These strategies can be used alone or in combination. For example, if your goal is to teach students to follow directions you could model the skill of following directions. Have one student role play the skill with you, then provide positive reinforcement to the student. Next have all students practice the skill by creating and presenting their own role plays. In this way, you have combined modeling, role playing, rehearsal, and reinforcement. As an additional support to students, consider videotaping their role plays and replaying them in the group. Encourage students to identify appropriate and inappropriate behaviors as they watch the videotape.

To find a good match of instructional strategies for you and your students, consider the **developmental level** of the students. This may be of particular importance for students with different types and severities of disabling conditions. For example, role playing may not be appropriate for children who do not have the ability to take someone else's perspective. Use your knowledge of developmental level when adapting instruction to meet your students' needs. Some social skills programs suggest adaptations for students with certain types of disabilities and/or other characteristics, but many do not.

In the classrooms that we visited, teachers often determined the necessary adaptations based on individual student characteristics. For example, in one visited preschool classroom for children with language delays, the teacher adapted the language used in a social skills program to reflect the terminology used by her students (e.g., substituting me-maw for grandma). This teacher also found that she had to include supplemental language activities in order for her students to understand some of the program's concepts. In two other classes that we visited for students who had hearing impairments,

*Figure 2*

*Instructional Strategies for Teaching Social Skills*

| Instructional Strategy | Description |
|---|---|
| **Modeling** | Exposing target student(s) to live or film/tape models who perform the desired skill. Stories and books can also be used. |
| **Role playing/taking** | Assuming various roles in interpersonal situations. |
| **Positive reinforcement** | Rewarding the use of socially appropriate behaviors (e.g., approval, special privileges, tokens or points that can be exchanged for rewards). Reinforcement should occur frequently when the student is first learning a skill. |
| **Practice/ rehearsal** | Practicing a specific skill or sequence of behavior, in a structured setting; this is similar to role playing the desired response. |
| **Incidental teaching** | Making use of "teachable moments" to provide instruction as opportunities arise in natural contexts throuhgout the day. |
| **Prompting** | Giving a student cues which help evoke the desired behavior. |
| **Coaching** | Prompting a student to use a skill by (1) giving clear instructions for what to do, (2) allowing the student to practice the skill, and (3) providing feedback on the correct aspects of the response. |

one teacher added sign language to her instruction, while another used sign language and slowed the pace of instruction.

No matter which social skills program you select, you will most likely find that a number of these instructional strategies will be included. Thus, it is important that you feel comfortable and competent executing these instructional strategies. If there are any strategies with which you are not familiar, make it a point to find out more. References such as Carter and Sugai (1986) and Cartledge and Milburn (1986) provide excellent reviews of this topic.

## *Instructional Strategies for Generalization and Maintenance of Skills*

The major goals of social skills instruction are for students to learn the desired skills and to use those skills in real world settings. The efforts of the social skills facilitator and those of the learner are unlikely to produce results that transfer to other environments unless consistent and diligent attempts are made to promote the generalization and maintenance of the newly acquired skills.

Generalization is the use of instructed skills in a setting other than the one in which they were learned. Maintenance is the ongoing demonstration of a skill once it has been attained and instruction has ended. Generalization and maintenance take place when the student internalizes the newly learned skills and continues to use the skills in natural settings without extrinsic consequences (i.e., reinforcement). According to Kaplan and Drainville (1991), generalization will occur only if the instructor has specifically provided instruction for skill generalization.

As a special note, many of the commercially available social skills programs that we reviewed unfortunately did not address the topics of generalization and maintenance of skills or did so in a cursory fashion. Thus, you will most likely need to develop and incorporate instruction for generalization and maintenance using your own expertise (for more information, see Ellis, Lenz, & Sabornie, 1987).

The instructional strategies used to teach social skills can also be used when instructing for generalization and maintenance of skills. In order to maintain skills, it may be necessary to provide occasional follow-up instruction or review sessions for previously learned skills.

Several researchers have described strategies that facilitate skill generalization and help maximize the effectiveness of any instructional program (Carter & Sugai, 1989; Ellis, Lenz, & Sabornie, 1987; Kaplan & Drainville, 1991; Michelson & Mannarino, 1986). Descriptions of these factors, several of which overlap, follow.

***Teach skills that will be supported in a variety of settings.*** Once you have completed your assessment (which we discussed earlier in this chapter), you are ready to select the social skills you plan to teach. When you teach skills that will result in positive responses across a variety of social situations, the efficiency and overall effectiveness of your social skills instruction will be increased (McConnell, 1987). For example, the skill of accepting "no" as an answer is likely to be reinforced by adults in a school, the home, on a job, and in the community, as well as by peers. Identifying skills that can be used and reinforced in naturally occurring environments will increase the likelihood that the skills will be maintained after the social skills instruction ends.

Plan to teach students that different skills may be required in different settings. An example of discrimination training, a term sometimes used to describe this ability, might be when you teach a student how to resolve conflicts in school with problem-solving skills, even though the norm in the student's neighborhood is to solve problems by fighting. Similarly, a school-related social skill may be at odds with certain cultural behaviors (e.g., maintaining eye contact during conversations). In these situations, students will need to be taught that different settings may require different social skills.

***Involve the student.*** To the extent possible, students should be made aware of the need for and conditions of generalization. A student must intrinsically understand the reason for learning before meaningful learning can take place (Adelman & Taylor, 1983). For example, ask students to identify skills they feel they need to learn and why; have students brainstorm situations and settings in which they might be able to use the skills; allow students to create role-play situations in which they might use the target skills; or tailor the scripted situations from a social skills program to better match a student's reality. Following is an example of how teachers at one site involved students.

- Two teachers of adolescents placed in a juvenile detention center allowed students to create role plays that reflected real-life situations for the students—confronting a friend who has a drinking problem, and accusing a friend of stealing drugs belonging to someone else. These two teachers also followed the role plays with a group discussion of when or how the students could use a skill. On the day of our observation students were practicing the skill of dealing with an accusation and discussed how they could use this skill "when you get arrested" or "when you go to court."

***Take advantage of teachable moments***. Taking advantage of naturally occurring opportunities throughout the school day to teach, practice, and reinforce appropriate social skills is also referred to as ***incidental teaching*** (for suggestions on using this strategy, see Jackson, Jackson, Bennett, Bynum, & Faryna, 1991). Appropriate behavior can be acknowledged at the moment it occurs and behavior needing improvement can be interrupted so a more appropriate response can be practiced and reinforced.

For example, in a pre-K class that we visited, the school psychologist interrupted his social skills lesson when two students became involved in a conflict in which one student sat in the other student's chair and did not want to move. The student whose chair was taken began crying. The psychologist asked the class to help the two students solve their problem by using the skills they had been learning during the formal lesson (stop, think, and make a good choice). With the psychologist's guidance the problem was solved, and the class continued with the lesson.

***Teach social responses across different settings and with different people.*** Students should be taught that there may be more than one way to apply the same skill and that different people may have different responses to the skill. For example, if you are teaching the skill of giving positive feedback, a student will need to learn that (a) there are several ways to give positive feedback (statements of praise, a smile) and (b) different individuals may have different responses (statement of thanks, a smile, and sometimes embarrassment). Students also need to understand that ethnic and cultural differences can influence individual responses (Michelson & Mannarino, 1986).

Social skills instruction should occur in the natural environments where the skills will be required and reinforced. It may be necessary to physically take the students to different settings (e.g., the playground, the principal's office, the street) to practice a skill. This physical placement in different settings will assist students in understanding that the same skill can be used outside of the instructional setting.

Incorporate into your instructional program opportunities for students to use the same skill in different settings (e.g., special education class, general education classes, in the library, on the job) and with different individuals (same sex, different sex, same age, different age). For example, in the ***Job-Related Social Skills Curriculum*** and accompanying software, Montague and Lund (1991) offer instructional ideas for engaging teachers, job coaches, work supervisors, and family members in supporting the student's targeted social skills. If a student is working on greeting people, then he or she would be expected to practice greeting people across settings.

One teacher we interviewed reported setting up situations outside of class that required students to use the social skills they had learned. The students were told that they would be faced with a situation in which they would be expected to use appropriate social skills. They also were told what day the situation would occur, but they did not know the exact time or what the required skill would be. The teacher found this activity to be a valuable measure of skill generalization.

You can enlist the assistance of as many adults and peers as possible to facilitate the acquisition, generalization, and maintenance of skills. Since most commercially available social skills programs only require self-training, you will need to provide training and guidance to other adult and/or peer instructors (see Cartledge & Milburn, 1986, for additional suggestions on how to provide such training).

Positive interactions with peers can provide target students with emotional support, information, and encouragement (Strain & Odom, 1986). Peers can be taught to develop and maintain appropriate social behavior with target students. Peers can be involved as role models or initiators of social interaction.

A word of caution when implementing a social skills program on a school-wide or district-wide basis. There is a tendency to assume that because a large number of people in different classrooms and settings are involved in the program's implementation, generalization of skills will occur automatically. We encourage you to build into the implementation process a specific approach or mechanism for teaching skills across settings and individuals.

***Fade consequences***. You can gradually change the preceding (antecedent) and consequent events surrounding a student's use of the target skills. For example, move from immediate reinforcement after a desired behavior to delayed and intermittent reinforcement. A few of the social skills programs we examined contained procedures for reinforcement and for fading reinforcement. For example, ***Play Time/Social Time*** contains "Happy Face Sheets" and procedures for using happy faces to reinforce peer play interactions and for fading the reinforcement over time.

***Teach students self-management techniques.*** Self-monitoring, self-evaluation, and self-reinforcement are a continuum of self-management techniques that can be taught to students. Self-management appears to be one of the more promising means by which behaviors can be maintained over time (Cartledge & Milburn, 1986). Workman (1982) has suggested using modeling and rehearsal to ensure that a student understands how to perform the target skill and how to use the self-management techniques.

Self-monitoring is the most commonly used self-management technique. Students are taught to systematically observe and record one aspect of their behavior according to an established standard. To ensure success, self-monitoring procedures should be kept simple and the directions clear (for more information about self management techniques, see Cartledge & Milburn, 1986; Kaplan & Drainville, 1991; Misra, 1992; and Workman, 1982). Self-evaluation consists of self-monitoring with the addition of having a student apply some evaluative criteria before rating his or her behavior. Self-reinforcement naturally follows self-evaluation and can take three forms: self-administered points/tokens; self-contracting for tangible materials; or internalized rewards such as positive self-statements. The latter could be considered the ideal and an ultimate goal of social skills instruction (Cartledge & Milburn, 1986).

## *Factors that Hinder Generalization*

As you develop your plan for incorporating instruction for generalization into a social skills program, it is important to be aware of factors that can limit generalization (Vanderbilt/Minnesota Social Interaction Project, 1993). Although all children will have some difficulty with generalization, students with disabilities sometimes need additional support. The first factor listed below can apply to students with and without disabilities, while the remaining two factors pertain primarily to students with disabilities.

***Lack of a socially responsive peer group.*** The nature of a student's peer group is a major influence in the use of learned social skills. According to McConnell (1987), we must teach children to exhibit those behaviors that will be naturally reinforced by peers. Unfortunately, some students have responsive peer groups (e.g., gangs) that are not considered socially appropriate by most adults, and research has demonstrated that peer perceptions of social behavior are biased based on the social status (or reputation) of an individual (Hymel, Wagner, & Butler, 1990). Biased peer perceptions can result in a student's learning socially appropriate behaviors but not being reinforced for exhibiting the behaviors in his or her peer group because he or she has established a poor reputation. In such a case, not only will the appropriate skills need to be taught to the student, but you may need to address the perceptual biases of the student's peers and get them to be open to seeing the student in a new way.

***Lack of opportunities to interact socially in different situations during the day.*** Students may have few opportunities to interact with peers who display socially appropriate behaviors. This is particularly true for students with special needs who spend most of their time in self-contained classrooms. Opportunities to practice social skills must be made available throughout the day to ensure learning.

***Nature of a student's disability.*** Students with learning disabilities often rely heavily on others for guidance and direction regarding social cues. These students typically are limited in their self-direction and thus are at risk for failing to take responsibility for their part in the generalization process (Ellis, Lenz, & Sabornie, 1987). Students with limited cognitive abilities (e.g., those with severe mental disabilities or autism) are less likely to generalize skills across settings. Also, students with physical disabilities who use the learned skills outside of the instructional setting may be misunderstood by others who were not involved in the instructional setting. For example, a student with cerebral palsy may have been taught to use a particular gesture to signal to others that he or she would like to participate in a group. Students should be reminded that they are responsible for telling peers who were not in the setting when this skill was learned what the gesture means.

In summary, time and effort are required to plan for the generalization and maintenance of social skills. However, without such efforts, it is unlikely that the social skills instruction will have long-term effects or that the student will transfer the use of the skills to other settings.

Consider your own instructional situation. What factors can you draw upon to support your students in generalizing social skills to new settings? What factors are currently present that you suspect might hinder your students' ability to generalize newly learned skills? You might find it helpful to make a list of both factors—facilitators and impediments—to which you can refer when selecting a program.

## *How Do I Integrate Social Skills Instruction into My Existing Curriculum?*

The addition of social skills instruction to your curriculum requires you to give up time spent on other activities. The teachers we interviewed stated that finding time to teach social skills was the most difficult aspect of social skills instruction. However, they also stated that their belief in the importance of social skills instruction motivated them to find the time.

### *Frequency and Duration of Instruction*

Just as with other academic content, formal social skills instruction needs to occur regularly and continuously if it is to be effective (Cartledge & Milburn, 1986). A minimum of two instructional sessions per week is generally recommended (Cartledge, 1984), although many of the social skills programs we reviewed recommended an average of three to five sessions per week. Also, you should plan to continue instruction for several months or years in order to promote generalization and maintenance of skills. According to many of the educational practitioners we interviewed, a few weeks will not be sufficient to effect a change in the social skill levels of your students.

The amount of time you allocate for the social skills instructional sessions should be based on the recommendations of the program's developer(s) and the developmental levels and characteristics of your students—for younger children about 15 to 20 minutes is sufficient; for older children and adolescents 30-45 minutes may be appropriate. Most important, social skills instruction also should be provided any time a naturally occurring situation presents itself (as was discussed previously in the section "teachable moments").

### *Infusing Social Skills Instruction Throughout the Day*

While it is important to set aside exclusive time for social skills instruction, the concepts and skills can be introduced, reviewed, and practiced throughout the instructional day. For example, problem-solving skills used in mathematics can be related to problem solving in social situations; students can write about their use of specific social skills in their language arts journals; the social impact of current events can be discussed along with alternative responses to events; and the social norms of populations and societies and their impact can be discussed as part of a social studies or history unit. In fact, when social skills instruction is integrated throughout the curriculum, skill generalization and skill maintenance will be enhanced. Situations often will arise during the school day when learned social skills can be practiced (e.g., dealing with conflict; listening politely; waiting one's turn).

As part of our work in preparing this guide, we visited sites where social skills instruction had been integrated into the existing curriculum. In some cases, social skills instruction was woven into other aspects of the school day. Following are a few examples:

- A middle school teacher of students with communication disorders helped her students develop their problem-solving skills by encouraging them to decide what they could do about the death of the class fish, the second fish to die in recent months. The students brainstormed ideas about what might be causing the fish to die and what they could do to try to prevent any future losses.

- A high school English literature teacher organized her students into cooperative learning groups. Each group was responsible for reading and reporting (both in written and class presentation formats) on an assigned book. The teacher guided the students to provide constructive feedback to one another on their individual writing and to offer suggestions for improvement. The students in this class reported that the use of groups helped them feel included, permitted them to see other viewpoints besides the teacher's, and facilitated the development of friendships.
- A sixth grade teacher used a social skills program activity to facilitate debate and discussion among students on a current news topic, the decision of a dentist with AIDS to continue his practice without informing his patients of his condition. Five students were selected to form the debate circle and one additional student was allowed to come to the circle to express his or her viewpoint and then leave, making way for another student to join the circle. The students in the circle discussed their viewpoints one at a time; no one was allowed to speak when it was another's turn. The students who were not part of the debate circle observed the process and waited for their turn to join the circle. Following the activity, the teacher and students discussed how it felt to be in the circle, how it felt to be outside the circle, and other situations in their lives when they felt left out. It was clear that these students had learned to respect viewpoints that differed from their own, see other perspectives, wait their turn to discuss their point of view, not be judgmental of points of view that differed from their own, and reflect on their feelings about situations that occurred in their lives.

Providing many varied opportunities and settings for students to practice learned social skills outside of the social skills instructional setting will help them to see how the skills they have learned apply in the real world. When you plan opportunities for social skills application and practice during instruction of other subject areas, or guide students to apply their skills when appropriate situations arise, you will be facilitating skill generalization and maintenance.

## *How Does Social Skills Instruction Fit with My Classroom Management System?*

Goals of effective classroom management include maximizing the level of student involvement; increasing student on-task time and potential learning; and minimizing time spent in distraction, aggression, or other off-task behaviors (Campbell & Siperstein, 1989). By providing students with the social skills they need, you will be more likely to achieve your goals for an effectively managed classroom. For example, you might teach students such skills as:

- Being organized.
- Following classroom rules.
- Using self-control.
- Following directions.
- Listening carefully.
- Responding to requests from teachers.
- Accepting positive and negative feedback.
- Accepting "no" as an answer.
- Accepting the consequences for their actions.

Students must be taught the skills they need in order to experience success in various social settings and situations. Different settings, including the classroom, hallway, playground, sports field, lunchroom, auditorium, and job sites, all require a unique set of social skills. Too often we assume that students come to school already having learned the social skills necessary for school success. Or, we assume they will learn the appropriate skills by watching others or through instruction outside of the school setting. However, as we discussed previously, for a variety of reasons, students are not learning necessary social skills. If we, as educators, want our students to be successful in school and beyond, we must teach them all of the skills they will need — academic and social.

## *How Can I Involve Other Adults in My Social Skills Program?*

It is important to remember that you can and should enlist others to assist you in teaching social skills. When you involve others, you will increase opportunities for your students to practice skills in different settings with a variety of individuals, thereby increasing the likelihood that skills will be generalized and maintained. Other school personnel, peers, employers, and caregivers (we use this term in reference to parents, other adult family members, and guardians) are potential sources of support.

***School Personnel.*** The personnel resources available to teach and reinforce social skills within a school are many and varied, including:

- General and special education teachers.
- Guidance counselors and school psychologists.
- Drug-Free Schools and Communities Act coordinators.
- Principals.
- Paraprofessionals.
- Food service, office, custodial, and transportation personnel.

Figure 3 summarizes how these various school personnel have been involved in social skills instruction across various sites that we visited. According to educators interviewed for our study, the involvement of a variety of school personnel provided a common language for students and school personnel, and it provided consistency for students by informing them of what was expected of them throughout the school environment.

Since lack of appropriate social skills is a reason why many students with disabilities are referred for special education services, it is especially important that special and general education teachers work together to determine what skills students need and to plan for skill instruction and reinforcement. For example, teachers whose efforts are directed at including students with disabilities in general education classes must teach students the social skills expected in the classes in which they will be placed. The decision to teach social skills may be a general education or a special education initiative. For example, at several visited sites the stated purpose for social skills instruction was to increase or improve the inclusion of students with disabilities in general education settings. General and special education teachers were working together to ensure student success.

***Peers.*** Peers with appropriate social skills can be enlisted as tutors and models for students who lack appropriate skills. Peers may be of the same age or older than the target students and their involvement can be informal (e.g., eating lunch, participating in unstructured activities) or formal (e.g., cooperative learning group partners, role-play partners, tutors). Whatever role peers are asked to assume they will need to be trained to teach and/or reinforce the skills. At one visited site, sixth grade students were designated as peer helpers for teachers and others (e.g., principal, guidance counselor, school secretary) who provided social skills instruction to small groups of students in grades K through 5. The peer helpers met with the instructors to plan and prepare instructional materials, during which time they also received training. During the social skills instructional groups, the peer helpers led small groups of students through role plays.

A few social skills instructional programs contain a formal training component for peers while others are much less formal—only providing general information. For example, the preschool program ***Play Time/Social Time*** has a formal peer training component and pairs students who have appropriate play interaction skills (peers) with students who do not have appropriate skills (target children). Peers are directed to model appropriate skills during structured play activities.

***Employers.*** Research suggests that job termination and on-the-job difficulties among individuals with disabilities are more often associated with personal, social, and interpersonal characteristics than with an inability to perform assigned tasks (Brickey, Browning, & Campbell, 1982; Calkins & Walker, 1990; Chadsey-Rusch, 1986; Hanley-Maxwell, Rusch, Chadsey-Rusch, & Renzaglia, 1986; Stowitschek & Salzberg, 1987). Teachers, job site coordinators, job coaches, and employers can play significant roles in helping students develop the social skills needed for success in the workplace.

All students, including those in general and special education classrooms, need to develop appropriate work-related social skills. Skills can be taught in general and special education classrooms, but teachers will need to plan opportunities for the students to practice skills in a variety of real work settings. Job coaches can teach employers or job site personnel the reinforcement strategies used with students in the school setting.

In one of the sites that we visited, the school district had established a business-school partnership composed of vocational instructors and business leaders who were willing to mentor students. The group met bimonthly, during which time business leaders were apprised of the vocational and social skills that students were learning in school. Suggestions for helping students to demonstrate these skills on-the-job were elicited from business leaders and followed up later by job coaches.

***Caregivers.*** Caregivers can be important allies in reinforcing social skills being learned at school. To do so they may need direction and guidance for providing support for the development of social skills in their children. To the extent possible, caregivers should be encouraged to be an integral part of your social skills instructional program. Involvement can range from having caregivers sign social skills homework sheets to actually teaching and reinforcing skills.

Some social skills programs provide specific information about working with caregivers, such as providing sample letters and progress updates, suggestions for ongoing communication, and homework activities. Teachers also may want to schedule a time to meet with caregivers prior to initiating social skills instruction to review the program and respond to any questions the caregivers may have. For example, educational personnel at visited sites employed a variety of strategies for informing and involving caregivers including:

- Providing an overview of the social skills program and responding to questions during a regularly scheduled Parent/Teacher Association (PTA) meeting.
- Sending a letter to caregivers every 2 weeks reviewing skills taught to date and introducing the skill to be addressed during the coming 2 weeks; encouraging caregivers to reinforce the social skills at home.
- Inviting caregivers to be guest lecturers to discuss applications of social skills in the world beyond school.
- Asking caregivers to participate in assessing social skill use by their children.

Although we encourage you to involve caregivers in your social skills instructional program, we recognize

*Figure 3*

*Involvement of Other School Personnel in Social Skills Instruction*

| | |
|---|---|
| **General and Special Education Teachers** | Team taught social skills; reinforced skills outside of classroom |
| **Paraprofessionals** | Assisted with instruction; reinforced skills in class and in nonclass settings (e.g., playground, hallway, media center, cafeteria) |
| **Principals** | Provided funds to purchase program(s); taught a small group; reinforced skills by incorporating and applying the social skills instructional strategies to disciplinary procedures; clearly supportive |
| **Guidance Counselors, Social Workers, School Nurses, Speech-Language Pathologists** | Provided individual instruction or team taught with classroom teachers |
| **Food Service, Custodial, Transportation, and Office Personnel** | Trained in social skills program strategies so they could praise students when they observed them using a skill appropriately and remind students to use the skills when appropriate situations arose; the school secretary at one site taught social skills to a small group of students |

that it may not always be possible. You will need to decide what type of involvement is most realistic for the caregivers of the students you teach. However, at a minimum you will want to inform caregivers that you are teaching social skills. Even without the involvement of caregivers, it is possible to successfully develop the social competence of your students.

In some cases, caregivers may actually be contributing to the social skills deficits of your students. For example, some caregivers may condone their children's settlement of conflicts with aggression (e.g., hitting) or may model other behaviors (e.g., interrupting, yelling, not taking responsibility for one's actions) that their children have learned. When this is the case, it will be important to teach the students how to develop effective social skills on their own, including how to cope with a difficult home situation. When you suspect that conditions at home are detrimental to the student's well-being, you may need to involve social services.

### *Identify Human Resources*

As you think through your plans for social skills instruction, consider other adults in your setting who might support your efforts. For example, if you are targeting friendship skills, should you engage the recess and lunchroom monitors in assisting you with your efforts? If you have targeted social skills for employment, are there individuals such as the students' supervisor and employer who might become involved? Make a list of the individuals who you think might support your efforts at any level of involvement.

## *What Material Resources Are Available to Help Me Implement My Social Skills Program?*

Numerous social skills instructional programs are commercially available to help you. Also, there are books and articles that address all of the components of social skills instruction that we have discussed in this guide (see the reference section). These resources provide you with additional information and guidance to begin a program of social skills instruction.

It is important to note that our review of the social skills literature and commercially available programs revealed social skills curriculum to be of two basic types—those that are skills-based and those that are cognitive-based. There are also social skills programs that emphasize both skills and cognitive processes. Skills-based programs emphasize the teaching of specific, discrete social behaviors by linking behavior to consequences. Skills-based instruction focuses on identifying important discrete social skills that underlie general social effectiveness and teaching individuals to perform those specific social skills or behaviors.

Cognitive-based social skills instruction addresses the cognitive, emotional, and behavioral aspects of social functioning (Weissberg, 1985) by developing social knowledge, understanding, and cognitive processing. Cognitive-based social skills programs focus on teaching thinking skills (processes) necessary for an individual to assess social situations and respond appropriately. Such skills as problem solving, decision making, and conflict resolution are addressed in cognitive-based social skills programs.

The decision to use a skills-based, cognitive-based, or combination program will be based on what you decide you want your students to know and be able to do. Assessment data should help provide you with direction for your decision.

## *Moving Forward*

In this chapter we have provided you with an overview of important elements of social skills instruction that will help ensure skill acquisition. Looking ahead to Chapter 4, we will provide you with a step-by-step framework for identifying and prioritizing student needs and selecting a program, or programs, that will help you meet those needs.

Before moving forward, take a few minutes to apply the information in this chapter to your own classroom. Using the skills you have already targeted, consider the following:

- What instructional strategies do I feel confident using?
- What resources, both human and material, do I have to support my efforts?
- How might I infuse social skills instruction into my curriculum?

The answers to these questions will help guide you as you work through the next chapter on selecting a program.

# How Do I Select a Social Skills Program?

# How Do I Select a Social Skills Program?

Selecting a social skills program that is best suited to both your teaching style and the characteristics of your students requires thoughtful planning. It can be a challenge to plan a quality program for several reasons:

- There is no one social skills program that is "best" for all individuals.
- It can be difficult to find time to teach social skills in an already full day.
- Some programs can be quite costly, limiting your selection of available resources.
- Because social skills instruction is a relatively new addition to the classroom curriculum, there may be limited support to help you carry out such a program.

To assist you with the task of selecting an appropriate program, we have designed a systematic process for decision making. Conscious attention to a decision-making process helps ensure that you select a program that meets the needs of your students and is compatible with the existing programs, philosophies, and resources of your setting.

Figure 4 presents a decision-making model for selecting and implementing social skills programs. The five-step model provides a structure that reflects important variables in the decision-making process. The step-by-step process can be followed whether you are an individual teacher or administrator making a decision alone or you are collaborating with one or more of your colleagues.

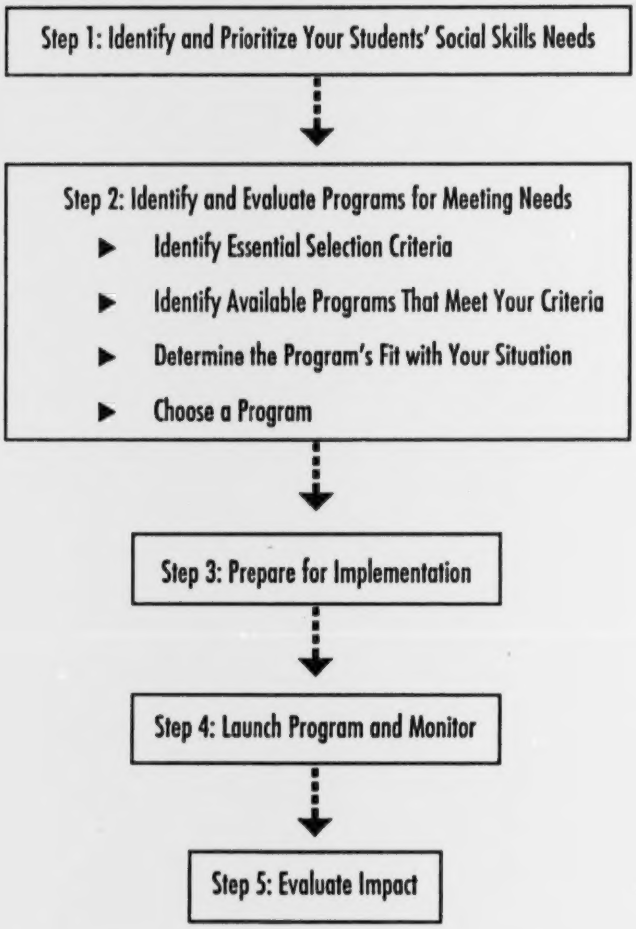
Step 1: Identify and Prioritize Your Students' Social Skills Needs
Step 2: Identify and Evaluate Programs for Meeting Needs
Identify Essential Selection Criteria
Identify Available Programs That Meet Your Criteria
Determine the Program's Fit with Your Situation
Choose a Program
Step 3: Prepare for Implementation
Step 4: Launch Program and Monitor
Step 5: Evaluate Impact

*Figure 4*

*Decision-Making Process for Selecting Social Skills Programs*

We have used this decision-making model as a basis for developing the ***Comparison Summary Checklist*** (see Appendix C). The checklist is designed as a practical tool for helping you identify your students' specific social skills needs and to compare features of various social skills programs before making a final selection.

## *Step 1: Identify and Prioritize Your Students' Social Skills Needs*

The first step of the decision-making process requires you to determine the social skills needs of your students. Do they need to learn how to get along with one another? Get along with adults in their lives? Deal with teasing or peer pressure? Resolve conflicts? Improve their self-esteem? The needs you identify can be based on your observation of your students' social behaviors and interactions; your personal belief that all students need to learn a specific set of social skills; goals and objectives included on your students individualized education programs (IEPs); or the results of a formal or an informal needs assessment (for more information, see our previous discussion on conducting an assessment of social skills).

As you identify your students' needs, keep in mind your own needs (e.g., I need my students to learn how to give and accept constructive criticism). Your needs may influence which skills you identify and prioritize for your students. There is a designated space on the ***Comparison Summary Checklist*** for recording your students' needs. Using the print version of the checklist, please take a moment and record them there now.

Once you have recorded your students' needs, you are ready to prioritize them. To prioritize social skills needs, determine what is most important to you for your students to accomplish. In some cases, you may have singled out several high priority social skills needs, with the majority designated as moderate priorities. You might even have found that several needs were not critical for your students to master immediately. Throughout the course of your social skills instruction, plan on returning to this list frequently to assess your progress and reaffirm your priorities. For example, it is common to shift priorities once a program is underway.

After prioritizing your students' social skills needs, you might find it helpful to organize your prioritized needs according to "type" of social skill category. Grouping skills makes the instructional task more manageable. While there are numerous ways to categorize social skills, based on our review of social skills programs we offer the following:

- **Communication skills** (giving feedback, listening, using a quiet voice, negotiating, apologizing, conversing, speaking, seeking, and giving help).
- **Interpersonal skills** (asserting oneself, making friends, dating, negotiating, being aware of and understanding others, dealing with authority figures, initiating interactions, interacting with strangers, interacting with adults, interacting with peers, interacting with co-workers, showing consideration for others, sharing, cooperating).
- **Personal skills** (being self-aware, maintaining a positive self-concept/personal identity, accepting responsibility for self-care and hygiene, dealing with feelings, using manners, setting goals).
- **Response skills** (receiving feedback, following directions, dealing with criticism, dealing with frustration, controlling aggression, accepting consequences of behavior, responding to peer pressure, resolving conflicts, solving problems, dealing with stress, empathizing).

## *Step 2: Identify and Evaluate Programs for Meeting Needs*

In this step you will examine social skills programs, the purpose being to identify one or more that will help you meet your identified and prioritized needs. There are four substeps:

1. Identify essential selection criteria.
2. Identify available programs that meet your criteria.
3. Review possible programs and determine their fit with your situation.
4. Choose a program(s).

In completing these tasks, try and limit your focus to only high-priority skills. Unless you are engaged in a large-scale, district-wide curriculum development effort in which you would want to consider all social skills, it is better to limit your planning to what is manageable.

### *Substep: Identify Essential Selection Criteria*

Before you begin to review programs you need to identify the criteria you will use to determine whether or not a program is acceptable to you. At a basic level, the following criteria are important:

- **Grade Level** (or developmental level) of the students you teach: preschool, elementary, middle/junior high, high school. While some programs claim to span all ages, others are designed primarily for a specific age group.
- **Intended Outcomes.** It is important that you identify the type of skills with which you are concerned: communication skills, interpersonal skills, personal skills, and response skills.
- **Student Grouping.** Do you plan on instructing your entire class, a small group of students, or an individual student? Some programs require the participation of several or more students, while others allow for one-on-one lessons.

Using the ***Comparison Summary Checklist***, complete the first column by placing checks beside the program characteristics that are important to you or by highlighting them.

### *Substep: Identify Available Programs That Meet Your Criteria*

To assist you with this step, ***The Social Skills Planning Guide*** contains annotations of over 70 social skills programs. These annotations are presented in Appendix A. More detailed descriptions of 8 of these programs are found in Appendix B. Please note that these annotations are not inclusive of all available social skills programs; further, no implied endorsement should be assumed. The annotations represent a 3-year effort on our part to locate as many commercially available social skills programs as possible. No effort was undertaken to exclude any programs from the compiled listing. Thus, if you are aware of other social skills programs not listed in this resource guide, we encourage you to consider them as well.

You now are ready to review the program annotations to identify programs that meet your selection criteria. Keep in mind other factors that might influence your selection, including:

- **Time Available for Instruction.** How much time can you actually devote to social skills instruction? Some programs require daily sessions, while others allow you to infuse strategies into existing curriculum lessons.
- **Material and Human Resources Available.** Money, materials, equipment and additional staff can be required for a given program. For example, if a program requires students to watch a videotape or use a software package as part of instruction, do you have the necessary equipment to support these activities?

Other considerations might include the following:

- Is there a family or home component?
- Does the program contain student assessment instruments?
- Are maintenance and generalization procedures included?
- Has the program been formally evaluated?
- How does the program address ethnic and cultural diversity?
- How does the program include references to values and feelings?

In addition, probably one of the most important questions is, "Do I **like** the program?" Individual teaching style is ***always*** a major consideration, especially in the context of social skills instruction. For example, if you despise the use of workbooks and workbook assignments are an integral component of a particular program, then you might want to consider another choice.

Keep in mind that the program annotations present a general overview of programs and may not provide you with enough information to determine whether the program will meet your needs. If a program appears promising, you might want to obtain a copy. Some possible sources for obtaining the program for review include (but are not limited to):

- Professional library or media center in the district.
- Specialists in the district, including school counselors, curriculum development specialists, the Drug-Free Schools and Communities Act coordinator.
- Educational regional resource center.
- The program's publisher, who sometimes will send you materials either free or for a minor fee for a 30-day review. (Before ordering, it is highly recommended that you check the publisher's policy on reviews and returns because some of the smaller companies, due to costs, cannot make these services available.)

The program annotations are organized according to the grade level(s) for which the programs were designed. Each contains a section summarizing:

- Intended student outcomes.
- Implementation requirements.
- Instructional materials and approximate costs.
- Publisher information.

Read through the different program annotations, look at other programs with which you are familiar, and select several that appear promising. Record the titles of these programs, and check-off their features according to the criteria found in the checklist.

### *Substep: Determine the Program's Fit with Your Situation*

Once you have identified programs in which you are interested, it will be important to examine the conditions of your setting that may facilitate or hinder the implementation of each program. Many of the features you identify will apply to all of the programs in which you are interested; however, there may be unique characteristics of a program that make it either a "good" or "poor" choice.

As you review the identified programs, refer to your selection criteria. Assuming that a program is designed for students functioning at your designated grade level and targets your chosen social skill outcomes, then determine whether:

- The program accommodates your grouping requirements.
- The program fits in with your time restrictions.
- You have the necessary material and human resources to implement the program.

You may have added other, equally important criteria to the list that should also be reviewed. Keep in mind that should you find a program that addresses **all** of your needs and concerns, you should consider yourself fortunate. Typically, you will find that while a program is strong in some areas, it is lacking in others. This does not mean that the program is not good, only that you will need to supplement it.

When you find a relatively good program lacking in several critical areas, before discounting it, it is usually a good idea to consider possible supports in your setting that might reduce (or even eliminate) its inherent problems. For example, let's say that a particular program required extensive behavior recording. As a lone teacher implementing the program, you are obviously concerned with the feasibility of such a requirement. However, in reviewing your supports, you see that you have a very enthusiastic principal and guidance counselor. Perhaps one of them might be able to assist you with this requirement. Creative problem solving can go a long way in helping you tailor a given program to your situation.

### Substep: Choose a Program

At this step in the process you should review all of the information you have gathered about various programs to determine which program appears most promising for meeting your needs. The information you have recorded on the ***Comparison Summary Checklist*** will provide you with a visual display of how programs of interest match your identified needs.

## Step 3: Prepare for Implementation

You will need to refer to the actual social skills program that you have selected for specifics about implementation. Each program will require certain things, and any discussion of those is beyond the scope of this guide. However, we have identified several generic activities that will, in general, help ensure successful implementation.

- Develop goals and objectives for your students based on your students' needs and the intended outcomes you have targeted for instruction. Your social skills goals and objectives should reflect the behaviors you want your students to exhibit, specify the setting(s) in which the skills will be demonstrated, and specify the criteria you will use to measure skill attainment. For students with disabilities, it would be useful to include these goals and objectives on their IEPs.
- Clearly identify the setting(s) or context(s) in which you want students to use appropriate social skills.
- Consider how you plan to introduce the social skill. How will you communicate to your students that the skill is important? (For example, it is important to use a quiet voice in the classroom so that you don't disturb others who are concentrating on their work.)
- Carefully review the chosen program materials and gather any additional materials that may be necessary.
- Inform caregivers of program implementation and seek their assistance if possible.
- Obtain formal training or allow time for self-training.
- Determine when and for how long during the school day you will implement the program as well as the overall timeframe for program implementation.
- Plan for skill practice and reinforcement.
- Develop a plan for generalization and maintenance.
- Develop a plan for evaluating whether or not you have achieved your goals. Your evaluation plan should be designed around the goals you have set.

## Step 4: Launch Program and Monitor

Once you are ready to implement the program you have chosen, we recommend that you monitor implementation of the program along the way rather than wait until implementation is completed. With self-monitoring, you may be able to make adjustments that will enhance your final outcomes. We suggest you periodically review how well instruction is going: Are you comfortable with the instructional procedures? Are your students receptive? Do you need to make any adjustments to enhance student learning and generalization of skills?

## *Step 5: Evaluate Impact*

During this step you will determine whether or not your goals have been met. In other words, have the behaviors of your students changed as a result of social skills instruction? Are you ready to move on to new goals or do you need to reinstruct students so that they can achieve the original goals?

## *Moving Forward*

In summary, the information in this chapter was designed to assist you in the process of selecting and implementing a social skills program. The decision-making model summarizes the important steps you will complete as you select and implement a social skills program. The ***Comparison Summary Checklist*** provides a practical means to identify the needs of your students, establish essential criteria for program selection, and compare features of social skills programs in order to chose one (or several) that will assist you in meeting your prioritized needs.

When choosing a social skills program, it is helpful to keep in mind the following analogy. Most commercially available social skills programs are similar to "one size fits all" clothing. The programs may need alterations (adaptations) to better fit your situation and the needs of your students.

# How Do I Work with Others to Select a Program?

How Do I Work with Others to Select a Program ?

# How Do I Work with Others to Select a Program?

It is often the case that we will be working with colleagues to plan social skills instruction. The purpose of this chapter is to provide you with ideas for facilitating a group of educators through the planning process. Included are suggested discussion points, handouts or black line masters, and possible group activities for you to use in working through the planning process.

Suggestions are organized according to the different stages of planning:

- ▶ Understanding the need for social skills instruction.
- ▶ Identifying the instructional strategies used to teach social skills.
- ▶ Selecting a social skills program.

There is no right or wrong way to use these suggestions. Rather, they are offered as ideas that may or may not be appropriate for your team.

We also suggest that either you or a designated team member serve as recorder for the group. It is important that all materials generated by the group be kept together and be made available to group members throughout the process of selecting and implementing a social skills program.

## *Understanding the Need for Social Skills Instruction*

In Chapter 2, we presented a review of the literature on why educators should concern themselves with social skills instruction. If you are starting at this stage with your group, your goals are:

- To understand one's own and others' thoughts and perceptions about the need for social skills instruction.
- To understand the literature base for social skills instruction.

In preparation for your group meeting, reread Chapters 1 and 2.

### *Activity*

Help the group focus on the topic of social skills instruction by having them share their perceptions about social skills instruction. Why are they interested in beginning a social skills program? What do they hope to achieve as a result of implementing such a program?

When discussing the need for social skills, current societal problems such as violence, substance abuse, and sexual promiscuity often arise. You might want to start your session by referring to some of the recent statistics (see Appendix D-1 for blackline master). Those statistics follow:

- Every day nearly 135,000 students carry guns to school. During 1987 alone, 415,000 violent crimes occurred in and around schools (Walker & Sylwester, 1991). In a 1990 survey, approximately 20% of all students in grades 9 through 12 reported having carried a weapon in the previous month (Centers for Disease Control, 1991c).
- In the May 5, 1993, issue of ***Education Week***, the following school incidents were reported: "A 16-year-old high school freshman was stabbed to death last month when three schoolmates stormed a social studies class in Dartmouth, MA; in January, a teacher and a custodian died in the tiny town of Grayson, KY, after a 17-year-old student allegedly shot them; and in the rural hamlet of Walton, NY, a high school English teacher is recovering from the shattered jawbone she suffered when she was shot in the face by a rifle-wielding 15-year-old student last December" (p. 1). These incidents were reported to illustrate the spread of school violence to smaller cities, suburbs, and rural areas, which formerly was associated only with large metropolitan districts (Lawton, 1993).
- Approximately 24% of the general population of students and 43% of students with disabilities drop out of school (U.S. Department of Education, 1992a).
- In 1990, 88.1% of all students in grades 9 through 12 reported having consumed alcohol in their lifetime, and 58.6% reported having consumed alcohol in the previous month. Approximately 37% reported previous marijuana use (Centers for Disease Control, 1991a).
- The American Psychological Association has reported that the average American child, who watches approximately 3 hours of television a day, has by seventh grade witnessed 8,000 murders and more than a 100,000 other acts of violence (Auletta, 1993).
- Suicide rates for 15 to 19-year-old adolescents quadrupled from 1950 to 1988. In 1990, 27.3% of all students in grades 9 through 12 reported they had thought seriously about attempting suicide (Centers for Disease Control, 1991b).
- In 1990, 54.2% of all students in grades 9 through 12 reported having had sexual intercourse. Approximately 1 million adolescent girls become pregnant each year (Centers for Disease Control, 1992).
- Juvenile criminal behavior has risen dramatically in the last three decades. Young people, who represent about 20% of the population, now account for over 40% of the reported crimes (Walker & Sylwester, 1991).
- In 1990, 20% of the nation's families with children were living below the poverty level (National Center for Education Statistics, 1992).

These statistics and school incidents reflect the nature of today's youth and, more broadly, of American society. Students come to school not only with the need to learn academic content, but also with varied and complex social development needs. The use of violence to solve disputes between students suggests that they have not acquired such social skills as listening, cooperation, problem solving, conflict resolution, empathy, self-control, or respect for themselves and others.

Research shows that there are a number of negative outcomes associated with lack of social competence (see Appendix D-2 for blackline master), including:

- Juvenile delinquency, school suspension, grade retention, truancy, dropping out of school (Kupersmidt & Coie, 1990).
- Conduct-related discharge from military service (Roff et al., 1972).
- Mental health problems (Cowen et al., 1973).
- Job loss (Smith, 1988).

Although educators may debate whether or not it is the responsibility of school personnel to provide social skills instruction to today's students, the reality is that many students lack such skills and those skill deficits affect the school environment and impede academic progress.

Ask your group to consider the potential of social skills instruction to ameliorate these social ills. Ask them to relate their own experiences — Are these statistics and research findings typical or atypical of their students? Are there other areas not reported that your group perceives as similarly problematic? How might instruction in social skills help to reduce the incidence of these problems over time?

An alternative way of getting into the "why" of social skills instruction might be to have group members discuss projections from employers identifying the skills that workers will need in the 21st century. Changes in the workplace have demanded increased social competence from workers. The Industrial Age has been replaced by the Information Age. The world of work has changed from settings where employees work individually on repetitive tasks in production systems to more decentralized systems in which people work more interdependently with teams of people managing complex information (Gibbs & Bennett, 1991). Thus, the new workplace calls for more teamwork and participatory management requiring high levels of interpersonal social skills from most workers (U.S. Department of Education, 1992b).

## *Activity*

Ask the group to envision the year 2010 (or the year that their students will graduate). Ask them to imagine the type of jobs available to their students and to brainstorm the specific social skills that students will need to be successful in them. Conclude with a discussion of how teachers might ensure that students master those social skills.

## *Reviewing Definitions*

It is important that your group establish a shared definition of social skills. As was pointed out in Chapter 2, there is no one definition of social skills.

Generally speaking, social skills definitions are broad and nonspecific. However, there are some common themes (see Appendix D-3 for blackline master):

- Social skills are specific behaviors. Definitions consistently refer to social skills as situation-specific verbal and nonverbal behaviors that individuals use to perform particular social tasks.
- Social skills are a component of social competence. Social skills are repeatedly defined as skills that enable individuals to perform effectively and competently within a social context.
- The extent to which an individual is considered socially skilled is determined by the judgments of others. Many definitions include the component of value-based judgments by people observing specific social behaviors. Some definitions define social skills in terms of an individual's acceptance and popularity among peers determined by the judgments peers bestow upon the individual's behavior.

The definition of social skills offered for the purpose of this planning guide is ***an individual's situation-specific behaviors that others judge as socially appropriate***. Discuss this definition with your group. Ask them to comment on how this definition reflects—or does not reflect—their view of social skills instruction. For example, some individuals will mistakenly be of the opinion that social skills are corrective discipline strategies teachers use to control deviant behavior. Others may raise issues about the relationship of social skills instruction to values clarification. Still others might question how to identify social skills in a culturally diverse setting. The information in Chapter 2 will be helpful if these questions arise.

Questions that arise are best discussed openly. It is also a good idea to make a "working list" of solutions to potential problems. For example, if you are working in a district where parents are particularly sensitive to issues of values, then you may want to take a few minutes and brainstorm possible strategies to alleviate concerns (e.g., include parents in selecting social skills; hold an orientation meeting to discuss social skills, etc.).

Or, you might find that your group needs more information about an issue — such as cultural diversity. One solution might be to obtain additional information about culturally specific social behaviors from publications (see, for example, Garcia & Malkin, 1993; Gibbs, Huang, & Associates, 1989; Hernandez, 1992; Li, 1992; and Macias, 1992 ) or from such sources as the bilingual education or English as a second language (ESL) coordinator/teacher in your district. Community-based cultural centers often provide information, as well as coordinate activities centered around cultural awareness. You might also contact such resource centers as your school and public libraries, the National Clearinghouse for Bilingual Education, and The Division for Culturally and Linguistically Diverse Exceptional Learners of the Council for Exceptional Children.

### *Identifying Social Skills: Getting Started*

The final step to understanding the "why" of social skills instruction is to relate the information to your own situation. This step involves identifying the skills that your students need. Ask your group to generate a list of skills and to briefly describe the importance of each skill. Once you have made your list, refer to the categories that follow:

- **Communication skills** (giving feedback, listening, using a quiet voice, negotiating, apologizing, conversing, speaking, seeking, and giving help).
- **Interpersonal skills** (asserting oneself, making friends, dating, negotiating, being aware of and understanding others, dealing with authority figures, initiating interactions, interacting with strangers, interacting with adults, interacting with peers, interacting with co-workers, showing consideration for others, sharing, cooperating).
- **Personal skills** (being self aware, maintaining a positive self concept/personal identity, accepting responsibility for self care and hygiene, dealing with feelings, using manners, setting goals).
- **Response skills** (receiving feedback, following directions, dealing with criticism, dealing with frustration, controlling aggression, accepting consequences of behavior, responding to peer pressure, resolving conflicts, solving problems, dealing with stress, empathizing).

Using the overhead in Appendix D-4, see whether you can sort your skills according to these categories. Consider whether your group has identified a large number of skills that fall into any one category, or if there are any categories that have no representative skills.

There is an advantage to categorizing social skills. You will rarely want to teach only **one** skill; most likely, you will target several skills that seem to be related. In fact, most social skills programs are organized around clusters of social skills. Furthermore, clustering skills can assist you in identifying related skills, including those that are prerequisites for other skills; for example, in order to make conversation, you first need to know how to listen. Before you can resolve a problem in a positive way, you will need to be able to take another's perspective, identify the conflict, and offer alternatives.

### *Activity*

Once your group members feel that they have a good grasp of the rationale and purpose for social skills instruction, you are ready to move forward to the next stage: becoming familiar with the strategies that support social skills instruction. In preparation for this next stage, you might ask each individual in the group to pick a social skill that he or she personally has difficulty with (or previously had difficulty with) and to think about how to best learn that skill. Have the individuals think of all the strategies that would help them learn.

## *Identifying the Instructional Strategies Used to Teach Social Skills*

In Chapter 3, we presented a summary of the instructional strategies used to teach social skills instruction. If you are starting at this stage with your group, your goals are:

- To become aware of instructional strategies that are most often used to teach social skills.
- To understand how these strategies fit with your instructional style.

In preparation for your group meeting, reread Chapter 3 and become familiar with the information.

### *Activity*

Help the group get focused on the topic of instructional strategies. Ask for a volunteer to pick a social skill (from the preceding activity) that he or she personally has difficulty with (or previously had difficulty with) and to discuss how the individual might best learn that skill. As a facilitator, plan to model this activity, especially if no one volunteers.

For example, let's say that a group member identified the social skill of walking into a group of strangers and initiating conversation. Ask the group to describe:

- The desired social skill behavior.
- How one would measure or assess the presence or absence of the behavior.
- Different ways of learning the skill.
- Factors that would support and factors that would hinder learning.

Try and obtain personal reactions to learning social skills. What makes it hard to learn these skills? What makes it easier?

## *Applying Instructional Principles to One's Classroom*

After the group has had a chance to discuss social skills from a personal perspective, ask them to shift their focus to their students. What social skills do their students need? If the group has not already made a list, have them make one now.

When planning a social skills program, it is helpful to have a clear understanding of how instructional strategies support social skills learning. Ask group members to share their own experiences teaching social skills. What did they do? What instructional strategies did they find useful?

You may find that some group members will have extensive experience, while others will be novices. It is important to capitalize on the instructional strengths within the group. In Appendix D-5 you will find an overhead listing the major instructional strategies that were discussed in Chapter 3 that can be used for review.

## *Activity*

Once your group has had a chance to share experiences, you are ready to have them apply the instructional principles to their targeted social skills. We suggest that you refer to Chapter 3 for details on the topics listed in the bullets below. Pick one of the skills that they identified for their students. Lead them through the following discussion questions (see Appendix D-6 for blackline master):

- What type of skill deficit—skill, performance, self-control, or self-control performance—is present? (See Appendix D-7 for blackline master.)
- How will the social skills problem be assessed? (For example, consider the following assessment techniques that were discussed in Chapter 3: sociometrics, rating scales, observations, behavioral role plays). Explore the pros and cons of each approach (see Appendix D-8 for blackline master).
- What are the strategies that would help students learn? Make a master list of all strategies. Using the list that your group made, compare the following strategies: modeling, role playing, positive reinforcement, practice/rehearsal, incidental teaching, prompting, coaching (see Appendix D-5 for blackline master).
- How will they plan for generalization and maintenance of skills? What opportunities exist within the school day for generalization and maintenance that can be incorporated into a total plan? (See Appendices D-9 and D-10 for blackline masters.)
- How will they integrate social skills instruction into their curriculum and classroom management systems?
- Who will be involved in the social skills program? At this point, you will want to brainstorm all possible individuals and the possible roles they might take in carrying out and/or supporting a social skills program (see Appendix D-11 for blackline master).
- What resources are available to help you implement the social skills program? Have your group think through the resources that exist within the school and/or district that might be useful.
- If they were to plan a program to work on the social skill, what supports and obstacles exist? Encourage your group to discuss all of the drawbacks as well as the positive factors.

As the group works through each question, keep in mind that you may need to allow the group an opportunity to gather more information about a particular topic. For example, if the group has no experience with assessments used to measure social skills, you may want to spend some time building a knowledge base (e.g., using videotapes of classrooms; practicing using different measurements; inviting a school psychologist or guidance counselor in to conduct a mini-workshop; reviewing different published measurements; implementing a peer coaching arrangement whereby group members actually try out a technique in their classrooms).

At the end of this stage, your group should feel comfortable with the instructional underpinnings of social skills programming. They should be familiar with the various strategies and feel confident moving ahead.

## Selecting a Social Skills Program

Generally speaking, teachers are more likely to feel comfortable and experience success with social skills programs that permit implementation flexibility. When selecting a program, keep in mind that different people will have different preferences.

If you are working on a team, it is quite possible that you are planning school-wide programming. School-wide implementation of a social skills program provides a common language for all students, teachers, support personnel, and administrators, and provides consistent expectations and rules. School-wide implementation also sends a message to everyone that social skills instruction is important.

In Chapter 4, we presented a step-by-step process to use when selecting a social skills program. At this stage with your group, your goals are:

- To become familiar with the process for selecting a program.
- To begin the task of selecting a program.

In preparation for your group meeting, reread Chapter 4 and become familiar with the information. Also, before beginning work at this stage, you will need to make a decision as to whether the group will be sharing a program or each individual will be selecting his or her own program. Whatever your decision, you may need to modify the following suggested activities accordingly.

### Activity

If your group members have not already made a list of social skills that their students need, then have them do so now. Have the group be prepared to describe each social skill concretely.

Answers to the following questions will help you develop a list of student needs:

- What social skills needs do my students have?
- What problems am I having in my classroom that may be related to a lack of social skills on the part of my students?
- What evidence do I have to validate these needs?

Using this list, the group will now proceed through the process of identifying possible programs. The overhead in Appendix D-12 can be used as a visual aid for this work.

### Step 1: Identify and Prioritize Your Students' Social Skills Needs

Using your list, have your group prioritize the social skills needs. To prioritize needs, determine what is most important to you for your students to accomplish.

Once your group has completed this analysis, make a new list of social skills needs on which the most pressing needs are designated at the top. At this time, have your group transfer their prioritized needs to their ***Comparison Summary Checklist***.

In preparation for the next step, you might find it helpful to have your group organize their prioritized skills according to type of social skill category (see Appendix D-4 for blackline master):

- Communication skills.
- Interpersonal skills.
- Personal skills.
- Response skills.

### Step 2: Identify and Evaluate Programs for Meeting Needs

In this step, you will examine social skills programs, the purpose being to identify one or more that will help you meet your identified and prioritized needs. There are four major substeps:

1. Identify essential selection criteria.
2. Identify available programs that meet your criteria.
3. Review possible programs and determine fit with your situation.
4. Choose a program(s).

In working through these tasks, try and limit your group's focus to only high-priority skills. Unless you are engaged in a large-scale, district-wide curriculum development effort in which you would want to consider all social skills, it is better to limit your planning to what is manageable. To get started, pick one or two skill categories that you believe you have a high probability of successfully teaching.

***Substep 1: Identify Essential Selection Criteria:*** Before your group begins reviewing programs, you need to identify the criteria that will be used to determine program acceptability. At a basic level, the following criteria are important (see Appendix D-13 for blackline master):

- **Grade Level** (or developmental level) of the students you teach: preschool, elementary, middle/junior high, high school. While some programs claim to span all ages, others are designed primarily for a specific age group.
- **Intended Outcomes.** It is important that you identify the type of skills with which you are concerned: communication skills, interpersonal skills, personal skills, and response skills.
- **Student Grouping.** Do you plan on instructing your entire class, a small group of students, or an individual student? Some programs require the participation of several or more students, while others allow for one-on-one lessons.

Using the ***Comparison Summary Checklist***, complete the first column by placing checks beside the program characteristics that are important to you or by highlighting them. Once you are comfortable that the group has reached consensus on important criteria, you are ready to review actual programs.

***Substep 2: Identify Available Programs that Meet Your Criteria:*** To assist you with this step, ***The Social Skills Planning Guide*** contains annotations of over 70 social skills programs. These annotations are available to you in Appendix A. Please note that these annotations are not inclusive of all available social skills programs; further, no implied endorsement should be assumed. If you or others in the group are familiar with other social skills programs, they should also be considered.

You now are ready to review the program annotations to identify programs that meet your selection criteria. Keep in mind other factors that might influence your selection, including:

- **Time Available** for Instruction. How much time can you actually devote to social skills instruction? Some programs require daily sessions, while others allow you to infuse strategies into existing curriculum lessons.
- **Material and Human Resources Available.** Money, materials, equipment, and additional staff can be required for a given program. For example, if a program requires students to watch a videotape or use a software package as part of instruction, do you have the necessary equipment to support these activities?

Other considerations might include the following:

- Is there a family or home component?
- Does the program contain student assessment instruments?
- Are maintenance and generalization procedures included?
- Has the program been formally evaluated?
- How does the program address ethnic and cultural diversity?
- How does the program include references to values and feelings?

Once you are comfortable that the group has reached consensus on important criteria, you are ready to review actual programs.

If you are working with a group with little or no experience in the area of social skills instruction, before moving on you might want to take a little time to orient group members to what to expect with the different programs. In Appendix B we have provided you with 8 extended program descriptions to be used for this purpose. These summaries include a brief description of the program in action. Encourage your group to read through the summaries and discuss their reactions. Were their expectations of programs congruent with the summaries and descriptions? Were they surprised by anything? What insights from the descriptions can they deduce for their own setting?

You might also find that it is helpful to show your group actual programs at this time. Consider bringing in several programs for the group to review. Some possible sources for obtaining a program for review include (but are not limited to):

- Professional library or media center in the district.
- Specialists in the district, including school counselors, curriculum development specialists, the Drug-Free Schools and Communities Act coordinator.

- Educational regional resource center.
- The program's publisher, who sometimes will send you materials either free or for a minor fee for a 30-day review. (Before ordering, it is highly recommended that you check the publisher's policy on reviews and returns because some of the smaller companies, due to costs, cannot make these services available.)

When you feel that your group is ready to move on, begin by turning to the programs that meet the group's basic criteria. Program annotations are found in Appendix A. The program annotations are organized according to the grade level(s) for which the programs were designed. Each contains a section summarizing:

- Intended student outcomes.
- Implementation requirements.
- Instructional materials and approximate costs.
- Publisher information.

Read through the different program annotations and select several that appear promising. Record the titles of these programs and check-off their features according to the criteria found in the checklist.

***Substep 3: Determine the Program's Fit with Your Situation:*** Once your group has identified programs in which they are interested, it will be important to examine the conditions of your setting that may facilitate or hinder the implementation of each program. Many of the features you identify will apply to all of the programs in which you are interested; however, there may be unique characteristics of a program that make it either a good or poor choice.

At first glance, return to your group's criteria. Assuming that the program is designed for students functioning at the correct grade and/or cognitive level and produces the targeted social skill outcomes, then ask your group:

- Does the program accommodate your grouping requirements?
- Does the program fit with your time restrictions?
- Do you have the necessary resources to implement the program?

You may have added other, equally important criteria to the list that should also be reviewed. Keep in mind that rarely will your group find the "ideal" program.

When you find a relatively good program lacking in several critical areas, before discounting it, it is usually a good idea to consider possible supports in your setting that might reduce (or even eliminate) its inherent problems. For example:

- A particular program requires extensive behavior recording. As a lone teacher implementing the program, you are obviously concerned with the feasibility of such a requirement. However, in reviewing your supports, you see that you have a very enthusiastic principal and guidance counselor. Perhaps one of them might be able to assist you with this requirement.
- You have selected a program that requires the instructor to undergo formal training; however, professional development funds are not available to send your entire team for such training. One suggestion would be to send one team member, with the expectation that he or she would present the training to fellow team members.
- Commercially published videotapes of students interacting in different social situations are recommended for a preferred program, but you have no funds to purchase these tapes. You might have older students develop comparable role plays and perform them. Or you might have students write their own scenes and videotape those. While there will be times when to maintain program integrity you will **not** want to modify a program element, there will be others in which such modifications will be acceptable.

Creative problem solving can go a long way in helping you tailor a given program to your situation. Encourage your group to suggest modifications for those programs which, while they are lacking in some element, show promise for implementation.

***Substep 4: Choose a Program.*** At this step in the process your group should review all of the information you have gathered about various programs to determine which program appears most promising for meeting your needs. The information you have recorded on the checklist will provide your group with a visual display of how programs of interest match identified needs.

Your group should actually see the programs before making a decision. Assign someone in the group to follow-up on obtaining a copy of each program.

## *Step 3: Prepare for Implementation*

You will need to refer to the actual social skills program that you have selected for specifics about implementation. Each program will have instructions regarding implementation, and any discussion of those is beyond the scope of this guide. However, we have identified several generic activities that will, in general, help ensure successful implementation. Appendix C contains a worksheet for your group.

- Develop goals and objectives for your students based on your students' needs and the intended student outcomes you have targeted for instruction. Your social skills goals and objectives should reflect the behaviors you want your students to exhibit, specify the setting(s) in which the skills will be demonstrated, and specify the criteria you will use to measure skill attainment. For students with disabilities, it would be useful to include these goals and objectives on their IEPs.
- Clearly identify the setting(s) or context(s) in which you want students to use appropriate social skills.
- Consider how you plan to introduce the social skill. How will you communicate to your students that the skill is important? For example, it is important to use a quiet voice in the classroom so that you don't disturb others who are concentrating on their work.
- Carefully review the chosen program materials and gather any additional materials that may be necessary.
- Inform caregivers of program implementation and seek their assistance if possible.
- Obtain formal training or allow time for self-training.
- Determine when and for how long during the school day you will implement the program as well as the overall timeframe for program implementation.
- Plan for skill practice and reinforcement.
- Develop a plan for generalization and maintenance.
- Develop a plan for evaluating whether or not you have achieved your goals. Your evaluation plan should be designed around the goals you have set.

At this time, it is a good idea to formulate an actual implementation plan. The worksheet in Appendix D-15 is offered for your convenience. (For an example of a completed summary sheet and worksheet, see Appendix D-16.) As a group, use the information that you recorded on the worksheet to guide you in outlining the specific steps or tasks that will be performed, the timeline, and each person's responsibility. Make sure that each team member has a copy of the plan and is clear as to his or her roles and responsibilities.

## *Step 4: Launch Program and Monitor*

Once your group is ready to implement the program, we recommend that you monitor implementation of the program along the way rather than wait until implementation is completed. With self-monitoring, you may be able to make adjustments that will enhance your final outcomes. We suggest you periodically review how well instruction is going; Are you comfortable with the instructional procedures? Are your students receptive? Do you need to make any adjustments to enhance student learning and generalization of skills?

As a group, agree to meet periodically to review progress. During the initial implementation, weekly meetings are advised. Additionally, consider implementing collegial support strategies such as peer coaching or collaborative consultation.

## *Step 5: Evaluate Impact*

During this step you will determine whether or not your goals have been met. In other words, have the behaviors of your students changed as a result of social skills instruction? Are you ready to move on to new goals, or do you need to reinstruct students so that they can achieve the original goals?

# *Facilitation: A Key Factor in Change*

As the facilitator, it is up to you to monitor progress and keep enthusiasm high. It is also up to you to make sure that everyone participates and feels a full member of the group.

Creating the context for change can be a challenge. Yet, the rewards can be great — especially as they relate to social skills growth in our children.

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# Appendix A

## Introduction

This annotated bibliography provides one-page overviews of the key features of 76 commercially available social skills curricula. While the overviews probably will not provide all the information needed for informed buying decisions, they are intended to help you narrow the choices and select among programs for closer examination. Publisher/Distributor information is included to facilitate your selection. Some companies offer 15- to 30-day preview periods, an attractive feature that allows you an opportunity to examine programs without obligation to purchase them. You may, however, incur shipping and/or administrative charges on returned materials.

The 76 programs are organized alphabetically after the ensuing chart. The chart lists each program, its page number, and the grade level(s) the program is designed for: Preschool, Elementary, Middle/Junior High School, Senior High School/Postsecondary. Darkened triangles on the chart indicate the grade level(s) for which a particular social skills program is appropriate. The darkened triangle(s) in the shape of an arrow at the bottom of each program overview indicates the grade level(s) for which the program is applicable. For example, ▶▶▷▷ (right page) means that a program is applicable to preschool (first or inner triangle) and elementary (second triangle) levels. The outer, white third and fourth triangles indicate that the program in this example is not targeted to middle/junior high school or high school/postsecondary. Note that no matter in which direction the arrow points, the first triangle at the base of the arrow corresponds to preschool.

Each overview begins with the publisher information and the year of publication. Then, the **Target Population** paragraph identifies the students for whom the materials were designed. Although some programs were designed specifically for students with particular disabilities, many were not. You may, however, be able to adapt some programs for students with special needs as well as for age groups and settings other than those specified and intended by the developers.

**Intended Student Outcomes** lists the types of social skills the program addresses. For some programs, it was not possible to list each specific behavior. Rather, similar skills were categorized into a general area. For example, lessons titled "Sharing," "Offering Help," and "Asking Someone to Play" are grouped and listed as "peer interaction skills" in this section.

Under **Implementation Requirements**, the characteristics and features of the instructional materials, the recommended instructional grouping, and the instructional time requirements are given. This sections also indicates, where appropriate, when the program can be used in other settings than the classroom (e.g., home, workplace). If formal training is available and /or required, that information is noted in this section. Also, to the extent that information was available, instructional and assessment strategies of the program are included.

The final overview section, **Instructional Materials,** informs you of what is included in the program and the 1993 costs. Purchase options, if any exist for that program, are also noted. Often the complete program is available for one price and the individual components can be purchased separately.

You may use the chart on the following pages as a handy reference of all the programs listed, their page number, and the grade levels served.

| Social Skills Program | Page # | Preschool | Elementary | Middle/ Junior High | Senior/Post secondary |
|---|---|---|---|---|---|
| ABACUS: Arizona Basic Assessment & Curriculum Utilization System | 1 | ▲ | ▲ | | |
| ACCEPTS: A Curriculum for Children's Effective Peer and Teacher Skills | 2 | | ▲ | ▲ | |
| Adolescent Curriculum for Communication and Effective Social Skills (ACCESS) | 3 | | | ▲ | ▲ |
| Aggression Replacement Training | 4 | | | ▲ | ▲ |
| ASSET: A Social Skills Program for Adolescents | 5 | | | ▲ | ▲ |
| Being with People | 6 | | | ▲ | ▲ |
| Breaking the Ice: Basic Communication Strategies | 7 | | | ▲ | ▲ |
| CAST: Career and Social Skills Training | 8 | | | | ▲ |
| Communicate with Me: Communication Strategies for Deaf Students | 9 | | ▲ | | |
| Communication Workshop | 10 | | | ▲ | ▲ |
| Developing Social Skills with Language | 11 | ▲ | ▲ | | |
| DUSO: Developing Understanding of Self and Others | 12 | | ▲ | | |
| The Dynamics of Relationships | 13 | | | ▲ | ▲ |
| Enhancing Employability | 14 | | | | ▲ |
| Gateways to the Working World | 15 | | | | ▲ |
| Getting Along | 16 | | ▲ | | |
| Getting Along with Others: Teaching Social Effectiveness to Children | 17 | | ▲ | | |
| I Can Behave | 18 | | ▲ | | |
| ICPS: I Can Problem-Solve | 19 | ▲ | ▲ | | |
| Improving Social Competence: Techniques for Teachers of Students with Special Needs | 20 | | ▲ | | |
| Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents | 21 | | | | ▲ |
| Interacting in Your World | 22 | | | | ▲ |
| Job-Related Social Skills: A Curriculum for Adolescents with Special Needs | 23 | | | ▲ | ▲ |
| Job Success for Handicapped Youth: A Social Protocol Curriculum | 24 | | | | ▲ |
| The Kids on the Block | 25 | | ▲ | ▲ | |
| Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities | 26 | | | ▲ | ▲ |
| Let's Be Social | 27 | ▲ | ▲ | | |
| Life Centered Career Education (LCCE) | 28 | | | ▲ | ▲ |

| Social Skills Program | Page # | Preschool | Elementary | Middle/ Junior High | Senior/Post secondary |
|---|---|---|---|---|---|
| Magic Circle | 29 | ▲ | ▲ | ▲ | ▲ |
| Marathon: Making the Effort & Getting Along with Others | 30 | | | | ▲ |
| MASST: Metacognitive Approach to Social Skills Training | 31 | | ▲ | ▲ | ▲ |
| Mind Your Manners | 32 | | | ▲ | ▲ |
| My Friends & Me | 33 | ▲ | ▲ | | |
| New Haven Social Development Program | 34 | | ▲ | ▲ | |
| PEERS: Procedures for Establishing Effective Relationship Skills | 35 | | ▲ | | |
| Personal Power Series (Vols. 1, 2, and 3) | 36 | | | ▲ | ▲ |
| Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills | 37 | ▲ | ▲ | | |
| PREP for Effective Family Living | 38 | | | ▲ | ▲ |
| The Prepare Curriculum | 39 | | ▲ | ▲ | ▲ |
| RECESS: Reprogramming Environmental Contingencies for Effective Social Skills | 40 | | ▲ | | |
| Room 14 | 41 | | ▲ | | |
| Skills for Adolescence | 42 | | | ▲ | |
| Skills for Job Success | 43 | | | | ▲ |
| Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child | 44 | ▲ | ▲ | | |
| Skillstreaming the Adolescent | 45 | | | ▲ | ▲ |
| Skillstreaming the Elementary Child | 46 | | ▲ | | |
| Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings | 47 | | | | ▲ |
| Social Decision-Making Skills | 48 | | ▲ | ▲ | ▲ |
| SSS: Social Skill Strategies | 49 | | ▲ | ▲ | ▲ |
| Social Skills and Me | 50 | | ▲ | ▲ | |
| Social Skills for Adults with Severe Retardation | 51 | | | | ▲ |
| Social Skills for Daily Living | 52 | | | ▲ | ▲ |
| Social Skills for School and Community | 53 | | ▲ | ▲ | ▲ |
| Social Skills for the World of Work and Beyond | 54 | | | | ▲ |
| Social Skills in the Classroom | 55 | | ▲ | ▲ | ▲ |
| Social Skills Intervention Guide: Practical Strategies for Social Skills Training | 56 | | ▲ | ▲ | ▲ |
| Social Skills on the Job | 57 | | | | ▲ |
| Success with Social Skills | 58 | | | ▲ | ▲ |
| Sustaining Employment: Social Skills at Work | 59 | | | | ▲ |
| TAD: Toward Affective Development | 60 | | ▲ | ▲ | |

| Social Skills Program | Page # | Preschool | Elementary | Middle/ Junior High | Senior/Post secondary |
|---|---|---|---|---|---|
| Taking Part: Introducing Social Skills to Children | 61 | ▲ | ▲ | | |
| Teaching Behavioral Self-Control to Students | 62 | | ▲ | ▲ | ▲ |
| Teaching Conversation Skills to Individuals with Severe Disabilities with a Communication Book Adaptation | 63 | ▲ | ▲ | ▲ | ▲ |
| Teaching Social Skills: A Practical Instructional Approach | 64 | | ▲ | | |
| Teaching Social Skills to Elementary School-Age Children: A Parent's Guide | 65 | | ▲ | | |
| Think Aloud | 66 | | ▲ | | |
| Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children and Adolescents | 67 | | ▲ | ▲ | ▲ |
| Thinking It Through: Teaching a Problem-Solving Strategy for Community Living | 68 | | | ▲ | ▲ |
| TIPS: Teaching Interpersonal Skills to the Mentally Handicapped | 69 | | | ▲ | ▲ |
| Total Competence System | 70 | | | | ▲ |
| Transition | 71 | | | ▲ | |
| TRIBES | 72 | | ▲ | ▲ | ▲ |
| The Waksman Social Skills Curriculum: An Assertive Behavior Program for Adolescents | 73 | | | ▲ | |
| Work Behavior Training Kit | 74 | | | | ▲ |
| Working I: Attitudes and Habits for Getting and Holding a Job | 75 | | | ▲ | ▲ |
| Working II: Interpersonal Skills Assessment and Training for Job Tenure | 76 | | | | ▲ |

# ABACUS: Arizona Basic Assessment & Curriculum Utilization System

## *Developers*

*Jeanne McCarthy, Candace Bos, Kathryn Lund, Jean Glattke, and Sharon Vaughn*

## *Publisher*

Love Publishing Co.
1777 S. Bellaire St.
Denver, CO 80222
303-757-2579

## *Year of Publication*

1986

## *Target Population*

Children with developmental delays, functioning between 2 and 5.5 years of age

## *Intended Student Outcomes*

Communication skills
Self-awareness skills
Preacademic skills: thinking, reading, math, writing
Self-care and hygiene skills
Gross and fine motor skills
Peer interaction skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification

**Basis of system:** behavioral, cognitive, and developmental theories

**Parental involvement:** parents serve as home teachers

**Instructional settings:** school, home

**Instructional grouping:** primarily one-on-one; some small group

**Instructional time requirements:** not specified

**Assessment components:** screening (two levels); daily monitoring, annual review, pre-entry assessment, periodic progress summaries

## *Instructional Materials*

Complete program: $95.00 (purchase of complete program is optional)

Other purchase options:

- One overall program manual ($15.95)
- Nine individual teacher instruction and programming books ($12.95–$19.95 each):
  Assessment for Instruction
  Body Management Programming
  Communication Programming
  Socialization Programming
  Teaching Behavior Inventory
  Monitoring Child Progress
  Self-Care Programming
  PreAcademics Programming
  Parent Involvement and Home Teaching
- 40 PreABACUS Screening Scale Level I Booklets ($19.95)
- 25 PreABACUS Screening Scale Level II Booklets ($19.95)
- 20 ABACUS Assessment Booklets ($29.95)

# ACCEPTS: A Curriculum for Children's Effective Peer and Teacher Skills

## *Developers*

*Hill Walker, Scott McConnell, Deborah Holmes, Bonnie Todis, Jackie Walker, and Nancy Golden*

## *Publisher*

Pro-Ed Publishers
8700 Shoal Creek Blvd.
Austin, TX 78758-6897
512-451-3246

## *Year of Publication*

1988

## *Target Population*

Designed for children in grades K-6 with learning, mental, and emotional disabilities. May also be used for students without disabilities

## *Intended Student Outcomes*

Performance skills in mainstream classrooms
Peer interaction skills
Skills for making friends
Skills for dealing with frustration
Skills for resolving conflicts

## *Implementation Requirements*

**Nature of instructional materials:** scripted, highly structured

**Instructional steps:**

1. define and discuss
2. positive example
3. negative example
4. review/restate skill definition
5. second positive example
6. activities
7. third positive example
8. criterion role plays
9. informal contracting

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** 40 to 45 minutes per instructional session

**Assessment components:** screening information and an instrument for placing students in the curriculum

## *Instructional Materials*

154-page program curriculum guide: $39.00

- teacher's manual
- scripts for teaching social skills
- activities for use with varied group sizes
- behavior management procedures to reinforce social skills
- placement test
- role play activities

Optional 45-minute videotape shows children using social skills and classroom competencies: $198.00

# Adolescent Curriculum for Communication and Effective Social Skills (ACCESS)

## *Developers*

*Hill M. Walker, Bonnie Todis, Deborah Holmes, and Gary Horton*

## *Publisher*

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758-6897
512-451-3246

## *Year of Publication*

1988

## *Target Population*

Middle and high school students with mild and moderate disabilities.

## *Intended Student Outcomes*

- To improve social skills for relationships with peers and adults and make the transition to postschool environments more successful.
- Thirty social skills are addressed in three areas: adult-related (e.g., getting an adults' attention, works independently); peer-related (e.g., listening, complimenting, expressing anger) self-related (e.g., being organized, using self-control, feeling good about yourself).
- Teaches a problem solving strategy which helps students analyze social situations in order to respond appropriately and evaluate the outcomes of their behavior.

## *Implementation Requirements*

**Nature of instructional materials:** Uses a scripted direct instruction approach to teaching skills. Breaks each skill down into its critical parts. Includes a placement test which has the 30 skills in a rating scale format for assessing students' skill levels.

**Instructional time requirements:** approximately 45 minutes per lesson

## *Instructional Materials*

Purchase options:

- Soft-cover, spiral bound, 137-page manual, containing situational role play cards: $39.00
- Soft-cover, student study guide: $9.00

# Aggression Replacement Training

## *Developers*

*Arnold P. Goldstein and Barry Glick*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1987

## *Target Population*

Designed for high-risk, delinquent adolescents, including those in correctional facilities. May be used with students in middle and secondary grades who are in general education, and with those who have mild to moderate behavioral/emotional, mental, and learning disabilities

## *Intended Student Outcomes*

Job-related social skills

Decision-making skills

Problem-solving skills

Skills for interacting with adults

Skills for dealing with feelings

Skills for handling stress

Skills for resolving conflicts

Peer interaction skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; includes specific homework assignments; program has three components: Structured learning, Moral education, Anger control training.

**Instructional settings:** classroom; can be used in residential settings, including correctional facilities

**Instructional grouping:** small group

**Instructional time requirements:** weekly 1-hour sessions for minimum of 10 sessions per component

**Assessment component:** appendix includes sample assessment instruments

**Training requirements:** 2-day intensive workshop available

## *Instructional Materials*

Complete program (softbound, 376-page Teacher's guide): $18.95 ($17.05 each for 10 or more)

# ASSET: A Social Skills Program for Adolescents

## *Developers*

*J. Stephen Hazel, Jean Bragg Schumaker, James A. Sherman, and Jan Sheldon-Wildgen*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1981

## *Target Population*

Designed for adolescents in grades 6-12 who are delinquent and/or have poor social skills. May be used for adolescents with behavioral/emotional disabilities

## *Intended Student Outcomes*

Problem-solving skills
Ability to follow instructions
Skills for resisting peer pressure
Skills for interacting with adults/authority figures
Negotiation skills
Conversation skills
Peer interaction skills
Feedback skills (giving/accepting, positive/negative)

## *Implementation Requirements*

**Nature of instructional materials:** social behaviors are demonstrated in videotapes, which are followed by group discussions, role playing, and homework assignments; involves few reading and writing activities

**Instructional settings:** classroom, group home, activity center, guidance office

**Instructional grouping:** small group

**Instructional time requirements:** 1.5- to 2-hour sessions, weekly for 9 weeks

**Assessment components:** Instructor's guide includes pre- and post-training checklists and questionnaires

## *Instructional Materials*

Complete program: $1,400.00

- Eight VHS videotapes that model skills and promote discussion
- Reproducible program materials, including skill sheets, home notes, and criterion checklists
- 150-page instructor's guide in a three-ring binder

Other purchase options:

- Additional instructor's guide: $49.95
- Additional set of reproducible program materials: $15.95

# Being with People

## *Developers*

*Ann Downer and James Stanfield*

## *Publisher*

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

## *Year of Publication*

1990

## *Target Population*

Designed for students in middle and secondary grades with mild mental and learning disabilities

## *Intended Student Outcomes*

Development of peer and adult interaction skills. Specifically, the following:

- Being With Friends (Lessons: Developing Friendships, Qualities We Look for in Friends, Making Introductions, Listening Skills, Qualities of Trusted Friends)
- Being With a Date (Lessons: Asking For a Date, Beginning a Date, On a Date, Ending a Date)
- Being With Housemates (Lessons: Working Together to Solve Problems, Sharing a House With Others, Sharing Expenses and Personal Property, Getting Along With Roommates)
- Being With Authorities, Acquaintances, and Strangers (Lessons: Authority Figures – Define and Identify, Authority Figures – Appropriate Behavior, Acquaintances, Strangers, Review and Summary)

## *Implementation Requirements*

**Nature of instructional materials:** Two videotapes (A and B) cover each of four programs. Video A for each program introduces content in an entertaining manner (described by the publisher as being similar to a TV situation comedy). Video B for each program provides more detailed information, is accompanied by lesson plans, and is the primary video for teaching individual skills. Video presentation (modeling) of skills is followed by classroom activities that provide students the opportunity to practice.

**Instructional grouping:** whole class, small group

**Instructional time requirements:** video time is more than 2 hours; instructional time not specified

## *Instructional Materials*

Purchase options:

- Complete set of 4 programs (8 videos) and teacher's guide: $599.00
- Any 2 programs (4 videos): $299.00
- One program (2 videos): $199.00

A teacher's guide and a facsimile of a movie director's slate accompany each order

# Breaking the Ice: Basic Communication Strategies

## *Developers*

*Maureen Hynes and Miriam Bachman*

## *Publisher*

Addison-Wesley Publishing
1 Jacob Way
Reading, MA 01867
800-447-2226

## *Year of Publication*

1989

## *Target Population*

Designed for students in middle and secondary grades and students for whom English is their second language

## *Intended Student Outcomes*

Skills for dealing with feelings

Speaking skills

Peer interaction skills

Decision-making skills

Skills for interacting with adults

Problem-solving skills

Job-related social skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed lessons; peer-mediated discussions; allows for instructional modification; activities include peer discussion, problem solving, focused listening, and conversation practice

**Instructional grouping:** not specified

**Instructional time requirements:** not specified

## *Instructional Materials*

Complete program: $34.12

- Student workbook (89 pages)—14 units with activities that integrate listening and speaking skills
- Audiocassette —recorded situations and problems

Other purchase options:

- Book: $9.37
- Audiocassette: $28.46

# CAST: Career and Social Skills Training

## (Module 8 of the EDUCATION FOR EMPLOYMENT System)

### *Developers*

*Frank Darrah, Susan Etscheidt, John Struck, and William Callahan*

### *Publisher*

The Conover Company, Ltd.
P.O. Box 155, Omro, WI 54963
800-933-1933

### *Year of Publication*

1989

### *Target Population*

Designed for secondary students without disabilities

### *Intended Student Outcomes*

Personal Social Skills (e.g., being dependable, telling the truth)

Initiating Social Skills (e.g., greeting others, initiating conversations, asking questions)

Responding Social Skills (e.g., following instructions, handling negative feedback, responding to peer pressure, problem solving)

### *Implementation Requirements*

**Nature of instructional materials:** Students view career-area videos and choose a career of interest. Students then complete a self-assessment of job-related social skills. Based on the self-assessment, the teacher plans remedial instruction for deficit skill areas.

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** not specified

### *Instructional Materials*

Complete system: $1,695.00

- ▶ CAREER-AREA VIDEOS (13) covering 35 specific careers in agribusiness, business office, communications media, construction, consumer and home making, environment, health service, hospitality and recreation, manufacturing, marketing and distribution, personal service, public service, transportation
- ▶ SOCIAL SKILLS TRAINING VIDEO: 53-minute inservice training video, with accompanying reproducible workbook
- ▶ SOCIAL SKILLS MANUAL containing instructional activities
- ▶ COMMUNICATION ON THE JOB VIDEO with two parts (24 minutes for students, with accompanying reproducible workbook; 13 minutes for employer-related behaviors)
- ▶ MICROCOMPUTER SOFTWARE with skill inventory, activities, and management system
- ▶ 156 STUDENT GUIDES containing self- and teacher-assessment questions on career areas and relevant social skills
- ▶ ADMINISTRATION MANUAL includes program instructions and reproducible student and teacher forms

Second purchase option—Short version (includes only six career-area videos): $995.00

# Communicate with Me: Communication Strategies for Deaf Students

## *Developers*

*David Deyo and Margaret Hallau*

## *Publisher*

Outreach
Pre-College Programs
Gallaudet University
Washington, DC
(202) 651-5340

## *Year of Publication*

1988

## *Target Population*

Designed for students in elementary grades with hearing impairments or language difficulties

## *Intended Student Outcomes*

Skills for interacting with adults

Conversation skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification; employs story book readings, discussions of pictures, and role plays

**Instructional setting:** classroom

**Instructional grouping:** not specified

**Instructional time requirements:** not specified

**Assessment components:** assessment instruments for placement and a progress chart for evaluation of skill acquisition

## *Instructional Materials*

Complete program: $48.90

- 153-page teacher's guide
- 54 role-play cards
- Five picture books
- One classroom poster

Other purchase options:

- Teacher's guide and role-play cards - $16.95
- Five picture books and poster - $31.95

# Communication Workshop

## *Developer*

*Shelley P. Zakim*

## *Publisher*

LinguiSystems, Inc.
3100 Fourth Avenue
E. Moline, IL 61244
800-776-4332

## *Year of Publication*

1986

## *Target Population*

Designed for students in middle and secondary grades with learning disabilities

Interest level: grades 5 through 12

Reading level: non-reader through grade 4.5

## *Intended Student Outcomes*

Skills for dealing with feelings

Conversation skills

Speaking skills

Problem-solving skills

Peer interaction skills

Self-awareness skills

## *Implementation Requirements*

**Nature of instructional materials:** structured; sequential, but order and inclusion of specific lessons can be individualized; employs written assignments, class discussion and communication activities, and role plays

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** 45-minute sessions are suggested but not required; no other time requirements are specified

**Assessment component:** includes tests for evaluating skill acquisition

## *Instructional Materials*

Complete program: $49.95

- ▶ Teacher's manual (185 pages; spiral binding; contains reproducible handouts, worksheets, and quizzes)
- ▶ 380 "role-playing cards" (describe various social situations that students act out)

# Developing Social Skills with Language

## *Developers*

*Sharon Vaughn, Linda M. Levine, and Carl A. Ridley*

## *Publisher*

Communication Skill Builders
3830 E. Bellevue
Tuscon, AZ 85733
602-323-7500

## *Year of Publication*

1990

## *Target Population*

Designed for children with a language age of 3-8 years (i.e., typical young children, older children with moderate mental disabilities, and young children with speech-language difficulties)

## *Intended Student Outcomes*

Problem-solving skills (goal identification, alternative thinking, consequential thinking)

Positive self-concept

## *Implementation Requirements*

**Nature of instructional materials:**

- lesson plans are developmentally sequenced and presented in two formats: as an overview or as a sample lesson (includes suggested dialogue)
- each lesson contains a purpose, criterion, materials, procedures, and criterion activity
- use of 5 puppets to demonstrate program components is an important element in the success of the program
- includes a reproducible criterion activity checklist to track student progress

**Instructional grouping:** whole class or small group

**Instructional time requirements:** 50 lessons; time per lesson not specified

## *Instructional Materials*

Complete program: $29.95

- Instructor's manual (203 pages, spiral bound), includes patterns for 5 paper puppets

# DUSO: Developing Understanding of Self and Others

## *Developers*

*Don Dinkmeyer and Don Dinkmeyer, Jr.*

## *Publisher*

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1982

## *Target Population*

DUSO-1 is designed for students in kindergarten through grade 2

DUSO-2 is designed for students in grades 3 through 4

## *Intended Student Outcomes*

Self-awareness skills

Decision-making skills

Problem-solving skills

Friendship skills

Awareness and understanding of others

Skills for dealing with feelings

Skills for interacting with adults

Skills for responding to peer pressure

Enhanced self-esteem

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed lessons followed by group discussions; allows for instructional modification

**Parental involvement:** parents receive suggestions for home activities

**Instructional settings:** classroom, guidance and psychology offices, churches and other community facilities

**Instructional grouping:** whole class, small group

**Instructional time requirements:** daily for one school year

## *Instructional Materials*

DUSO-1 and DUSO-2 complete programs: $465.00

DUSO-1 complete program: $315.00

- teacher's guide
- puppets
- 4 audiocassettes
- 3 story books
- 84 activity cards
- other components: group discussion cards, blackline masters, activities chart

DUSO-2 complete program: $199.00

- teacher's guide
- 3 audiocassettes
- blackline masters
- 84 activity cards
- 1 animal puppet
- activities chart

Replacement components can be purchased separately

# The Dynamics of Relationships

## *Developers*

*Patricia Kramer and Linda Frazer*

## *Publisher*

EBSCO Curriculum Materials
P.O. Box 278
Chelsea, AL 35043-0278
800-633-8623

## *Year of Publication*

1990

## *Target Population*

Designed for students in middle and high school grades

## *Intended Student Outcomes*

Enhanced self-esteem

Effective communication skills

Ability to handle conflict and anger constructively

Coping skills for disappointment, rejection and loss

Realistic expectations for relationships

## *Implementation Requirements*

**Nature of instructional materials:** flexible—allows for instruction and sequence modification; uses modeling and positive reinforcement as teaching techniques; encourages sharing and interaction among students; covers issues such as prejudice, drugs, jealousy, sex, stress, suicide, divorce, and bereavement; teacher facilitates open discussions, role plays, and experiential activities and employs praise and modeling

**Parental involvement:** active involvement of parents is encouraged; information on modeling and praise is provided for parents

**Instructional settings:** classrooms, guidance offices, treatment centers, youth organizations

**Instructional grouping:** whole class, small group

**Instructional time requirements:** use as a full-year program is suggested

**Assessment component:** teacher and student questionnaires, teacher daily self-inventory, chapter review questions and discussion questions

**Training requirements:** training is available but not required

## *Instructional Materials*

Purchase options:

- Teacher's manual (softcover, 169 pages): $19.95
- Student workbook (softcover, 140 pages): $15.95
- Supplemental materials are available

# Enhancing Employability

## *Developer*

*Susan Olsen*

## *Publisher*

Thresholds National Research and Training Center
2001 N. Clybourn Ave., Suite 302
Chicago, IL 60614
312-348-5522

## *Year of Publication*

1991

## *Target Population*

Designed for youth aged 16-21 years with psychiatric disabilities (with a 6th grade reading level). May also be used with secondary students with emotional and behavioral disabilities.

## *Intended Student Outcomes*

Self-related skills

Career awareness skills

Job-related skills

## *Implementation Requirements*

**Nature of instructional materials:**

- designed to be team taught by a special educator and a clinical therapist (or other individual knowledgeable about mental illness)
- program uses flexible instructional methods, discussion, and paper-pencil tasks (e.g., self-concept rating sheet, values and job decisions, behavior scale, and work area interests)
- recommended for use with "The Community Exploration Program" (see below)
- individualized, correlated activities are provided for each lesson for students who are poor readers and those students whose disabilities require individualized instruction

**Instructional grouping:** small group (optimal size = 15)

**Instructional time requirements:** 14 sessions, once a week for 60-90 minutes

## *Instructional Materials*

Complete program (98-page, spiral bound Instructor's manual): $14.70, includes U.S. postage

Suggested purchase: The Community Exploration Program—Vocational Laboratory Experiences (28-page, spiral bound Instructor's manual); eight half-day sessions to be conducted in a work setting, every other week $3.85

# Gateways to the Working World

## *Developers*

*C. A. Michaels, M. Lee, C. Grosso, and F. Reiser*

## *Publisher*

Special Rehabilitation Projects
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
516-747-5400

## *Year of Publication*

1991

## *Target Population*

Designed for college students with learning disabilities

## *Intended Student Outcomes*

Career planning

Writing skills for the job hunt

Job search techniques

Interviewing skills

## *Implementation Requirements*

**Nature of instructional materials:** consists of four module units; individual modules and lessons can be used separately and order of instruction can be modified; includes scripted lesson plans with worksheets, role-playing scenarios, student handouts

**Instructional settings:** college or university classroom

**Instructional grouping:** whole class, small group

**Instructional time requirements:** semester-long college course or other length of time necessary to teach individual modules

**Assessment component:** includes student strengths and weaknesses inventories

**Training requirements:** no formal training required

## *Instructional Materials*

Complete program: Teacher's manual (three-ring binder, 271 pages): $22.50

# Getting Along

## *Developers*

*Parker Page, Dan Cieloha, and Murray Suid*

## *Publisher*

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1990

## *Target Population*

Designed for students in grades K through 4

- Level 1 (grades K-1)
- Level 2 (grades 2-4)

May be used with students who have disabilities

## *Intended Student Outcomes*

Peer interaction skills

Critical thinking skills

Respect for others' property

Positive conflict resolution skills

Cooperation skills

Skills for dealing with peer pressure

Concern for others

## *Implementation Requirements*

**Nature of instructional materials:** flexible; teacher-directed; 10 lessons include more than 100 activities incorporating art, reading, language, creative writing, and role plays

**Parental involvement:** notified of program goals and suggested home activities

**Instructional settings:** classroom, home

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 1 to 4 weeks per lesson, totalling 10 to 40 weeks to complete all 10 lessons

**Assessment component:** teacher- and student-maintained assessment of skill acquisition

## *Instructional Materials*

Level 1: $162.00

Level 2: $162.00

Levels 1 and 2 both include:

- teacher's guide
- 10 topic cards (one for each lesson)
- 10 posters of cartoon animals in problem situations
- audiocassette of songs related to specific problem behaviors
- student activity sheets (available in blackline masters)

Spanish edition: $162.00

Replacement components are available

# Getting Along with Others: Teaching Social Effectiveness to Children

## *Developers*

*Nancy F. Jackson, Donald A. Jackson, and Cathy Monroe*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1983

## *Target Population*

Designed for students in elementary grades with emotional or behavioral disabilities. May be used with students without disabilities, with students who have mild to moderate learning and mental disabilities, and with students from middle through postsecondary levels

## *Intended Student Outcomes*

Social introduction skills

Peer interaction skills

Skills for resolving conflicts

Skills for giving and receiving positive feedback

Ability to follow directions

Conversation skills

Skills for responding to peer pressure

## *Implementation Requirements*

**Nature of instructional materials:** includes scripted, teacher-guided skill lesson plans; suggests variety of teaching methods and includes specific incidental teaching strategies; activities include role plays, group discussions, relaxation training, and homework assignments

**Parental involvement:** parents receive home notes and can be trained to reinforce the program at home

**Instructional grouping:** whole class, small group

**Instructional time requirements:** flexible; there are no set time requirements

**Assessment component:** program includes recommendations regarding screening instruments and strategies

**Training requirements:** program includes a self-training outline; optional training workshops and a training video are available

## *Instructional Materials*

Complete program: $33.95

- Teacher's guide (softbound, 126 pages)
- Skill lessons & activities notebook (spiralbound, 162 pages)

Other purchase options:

- Teacher's guide: $14.95
- Skill lessons & activities notebook: $23.95

# I Can Behave

## *Developer*

*Darlene Mannix*

## *Publisher*

Pro-Ed Publishers
8700 Shoal Creek Blvd.
Austin, TX 78758-6897
512-451-3246

## *Year of Publication*

1986

## *Target Population*

Designed for elementary students in general or special education classrooms. May be used with students who have learning and behavioral/ emotional disabilities

## *Intended Student Outcomes*

Acquisition of skills necessary for group learning:

- doing class work
- asking for help
- sitting still
- letting others talk
- not disturbing others
- doing careful work
- working independently
- using a quiet voice
- ignoring little things
- handling classroom frustrations

## *Implementation Requirements*

**Nature of instructional materials:** flexible; involves teacher introduction of skills through story readings with students later completing practice worksheets; reading levels of worksheets range from reader, beginning reader, to nonreader

**Instructional grouping:** whole class

**Instructional time requirements:** 20-30 minutes per day for 10 weeks

**Assessment component:** placement inventory for assessing an entire class to determine the entry point in the program

## *Instructional Materials*

Complete program: $139.00

- One spiralbound I Can Behave storybook and manual with lesson plans and instructions for administering stories and lesson
- 10 student workbooks
- 20 pre/post tests
- 2 placement inventories (group assessments)

Other purchase options:

- I Can Behave storybook and manual: $89.00
- Student workbooks: $34.00
- Pre/post assessment packets (20 pre/post tests, 2 placement inventories): $18.00

# ICPS: I Can Problem-Solve

## *Developer*

*Myrna B. Shure*

## *Publisher*

Research Press
P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1992

## *Target Population*

Designed for students in preschool through intermediate elementary grades, including those with mild mental disabilities. Available in separate volumes for three developmental levels (see Instructional Materials)

## *Intended Student Outcomes*

Problem-solving skills

Skills for interacting with adults and peers

Sensitivity to feelings of self and others

Decrease in impulsive behaviors

Decrease in social withdrawal

Ability to cope with frustration

## *Implementation Requirements*

**Nature of instructional materials:** sequential, but instructional modification is allowed; can be integrated into existing curriculum; instruction includes games, stories, puppets, illustrations, and role plays; real life applications

**Instructional grouping:** whole class, small group

**Instructional time requirements:**

- Preschool through primary grades: 20 minutes daily for 3 months
- Intermediate elementary grades: 30-40 minutes, 3-4 times per week for 4.5 months

**Assessment components:** interpersonal problem-solving ability and behavioral adjustment measures available from developer: (215) 762-7205

## *Instructional Materials*

Purchase options:

- Teacher's manual for preschool (320 pages, 59 lessons): $39.95
- Teacher's manual for primary grades (454 pages, 83 lessons): $39.95
- Teacher's manual for intermediate elementary grades (432 pages, 77 lessons): $39.95

Suggested additional materials include classroom items such as hand puppets, crayons, and blocks for younger children and age-appropriate story books for all children.

- Program based on 25 years of research and field-tested evaluation.

# Improving Social Competence: Techniques for Teachers of Students with Special Needs

## *Developers*

*Pamela Campbell and Gary Siperstein*

## *Publisher*

Allyn and Bacon
Division of Simon and Schuster, Inc.
160 Gould Street
Needham Heights, MA 02194-2310
800-223-1360

## *Year of Publication*

1994

## *Target Population*

Designed for teachers of students in elementary grades who have mild to moderate learning, mental, and behavioral disabilities. May be adapted for older or younger age groups

## *Intended Student Outcomes*

Peer interaction skills

Skills for interacting with adults

School-related social skills

Decision-making skills

Enhanced self-esteem

Problem-solving skills

## *Implementation Requirements*

**Nature of instructional materials:** structured; teacher-directed; allows for instructional modification; uses modeling and coaching as teaching techniques

**Instructional setting:** classroom

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** not specified

**Assessment components:** screening information; evaluation instruments for assessing skill acquisition, generalization, and maintenance

## *Instructional Materials*

Complete program (141-page Instructor's manual in three-ring binder): $36.50

# Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents

## *Developers*

*Interstate Research Associates*

## *Publisher*

NICHCY (National Information Center for Children and Youth with Disabilities)
P.O. Box 1492
Washington, DC 20013
800-999-5599

## *Year of Publication*

1989

## *Target Population*

Adolescents with learning disabilities. Grade level: 9 through 12

## *Intended Student Outcomes*

Job-related social skills
Decision-making skills
Problem-solving skills
Awareness and understanding of others
Skills for resolving conflicts with others
Skills for interacting with strangers
Skills for interacting with adults
Speaking skills

## *Implementation Requirements*

**Nature of instructional materials:** parent-directed; student-directed; sequential; first six chapters are devoted to basic social skills; chapters seven and eight give information about employment and educational opportunities

**Instructional settings:** home, community

**Instructional grouping:** one-on-one

**Instructional time requirements:** flexible; determined on an individual basis

## *Instructional Materials*

Complete program (looseleaf format, 60-page Parent guide): $15.00

# Interacting in Your World

### *Developers*

*Cheri Crane and Judy Reynolds*

### *Publisher*

Crane/Reynolds, Inc.
9337-B Katy Freeway
Suite 327
Houston, TX 77024
713-984-0688

### *Year of Publication*

1986

### *Target Population*

Designed for students with behavioral/emotional disabilities. Grade level: 9 through 12

### *Intended Student Outcomes*

Communication skills

Assertiveness skills

Job-related social skills

Skills for taking responsibility

Problem-solving skills

### *Implementation Requirements*

**Nature of instructional materials:** 130 scripted lessons are organized into sequenced units; highly structured; allows for modification through adding and expanding lessons. Methods and activities include teacher modeling, role playing, discussion, games, hands-on activities, demonstration, vocabulary, and practice of interaction skills

**Instructional grouping:** One-on-one instruction: Mondays and Fridays. Group instruction (whole class): Tuesdays, Wednesdays, and Thursdays

**Instructional time requirements:** 50 to 60 minutes daily

**Training requirements:** curriculum materials are not available without training. Attendance at a 2-day session qualifies trainees to purchase and teach any program in the 3-part series

### *Instructional Materials*

Teacher's guide: $85.00

- ► 582 pages; three-ring binder; includes lesson plans and schedules, lists of outside materials needed, and student activity sheets for duplicating

Student textbook: $7.95

- ► 157 pages; softcover; contains student activities for skill reinforcement, goal-setting plans, and student value statement worksheets that accompany each lesson

Required training:

- ► 24 or fewer trainees: $700.00 plus travel, meals, and lodging for 1 trainer
- ► 25 to 50 trainees: $1400.00 plus travel, meals, and lodging for 2 trainers

# Job-Related Social Skills: A Curriculum for Adolescents with Special Needs

## *Developers*

*Marjorie Montague and Kathryn Lund*

## *Publisher*

Exceptional Innovations, Inc.
P.O. Box 6085
Ann Arbor, MI 48106
419-536-8560

## *Year of Publication*

1991

## *Target Population*

Adolescents and young adults. General education, at risk, mild disabilities

## *Intended Student Outcomes*

Job-related social skills

Apologizing

Conversation skills

Problem-solving skills

Making introductions

Negotiation skills

Giving and responding to positive and negative feedback

## *Implementation Requirements*

**Nature of instructional materials:** curriculum guide complete with section on how to teach social skills, followed by lessons for each skill; skill lessons include teacher's script, activities, student assessment, and blackline masters for overheads, student handouts, and student cue cards; software decision support software package provides ideas for helping students apply social skills on the job

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** each lesson can be presented in a typical class period, depending on students—time will vary

## *Instructional Materials*

Curriculum Manual (loose leaf, 350 pages) $69.00

Additional Support Materials:

- Job Planner Social Skills: Decision Support Software (IBM and Apple) that provides ideas for helping students apply newly learned social skills in work settings. Specific ideas given for teachers, job coaches, employers, and families. $69.00
- Job Planner Productivity: Decision Support Software (IBM and Apple) that provides ideas for helping students apply newly learned social skills in work settings where productivity is the major focus. $69.00
- The Employer's Guide to Working with Individuals with Disabilities: A booklet that is designed to give employers a basic understanding of individuals with disabilities. Social skill needs are highlighted. $9.95 (quantity discounts apply)

# Job Success for Handicapped Youth: A Social Protocol Curriculum

## *Developers*

*Joseph Stowitschek and Charles Salzberg*

## *Publisher*

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703-620-3660

## *Year of Publication*

1987

## *Target Population*

Students with disabilities in secondary grades

## *Intended Student Outcomes*

Job-related social skills and peer interaction skills are taught in 5 categories of 22 specific social-vocational skills:

- Instructions at work
- Information at work
- Social amenities at work
- Worker relations
- Miscellaneous (e.g., handling friends on the job, and responding to emergencies)

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed, provides information on individualizing instruction

**Instructional settings:** classroom, job site

**Instructional grouping:** one-on-one

**Instructional time requirements:** schedule is determined on an individual basis to suit student and work setting needs

**Assessment components:** screening information, screening assessment form

## *Instructional Materials*

Complete program: $15.40 (CEC member price: $10.80)

One softbound teacher's guide (61 pages)

# The Kids on the Block

## *Developer*

*Barbara Aiello*

## *Publisher*

The Kids on the Block, Inc.
9385-C Gerwig Lane
Columbia, MD 21046
800-368-5437

## *Year of Publication*

1977

## *Target Population*

Designed for all students, including those with disabilities, in grades K-8

## *Intended Student Outcomes*

Purpose: to teach children about differences among people, disabilities, and areas of social concern

Skills addressed: Life-size puppets perform skits and facilitate discussions by answering children's questions regarding specific topics in any of 33 areas, such as

- disabilities and mainstreaming
- medical differences
- special programs (e.g., coordinated care)
- educational differences
- social concerns

## *Implementation Requirements*

**Instructional settings:** classroom, auditorium

**Instructional grouping:** up to 75 students

**Instructional time requirements:** 45 minutes to 1 hour per discussion topic

**Training requirements:** optional one-day trainings are available from publisher

## *Instructional Materials*

All materials excluding puppets (i.e., programs): $175– $400

1. Teacher's guide (three-ring binder) which includes scripts, audiocassettes, sample questions that children ask, discussion topics, biographical sketches of puppets
2. Props: all props needed for specific programs
3. Coordinator's manual addressing volunteer recruitment, performance preparation, staff and volunteer job descriptions, booking of programs, publicity
4. Educational materials include activity book, other materials regarding specific topic areas (e.g., sign language book, braille book), discussion pictures of people with disabilities

Puppets (47 are available): $675-$1,050 each

Optional training: $900 plus trainer expenses

# Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities

## *Developers*

*Donald A. Jackson, Nancy F. Jackson, Marcia L. Bennett, Darden M. Bynum, and Ellen Faryna*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1991

## *Target Population*

Adolescents or older individuals with mild to severe developmental (mental) disabilities.

## *Intended Student Outcomes*

Acquisition of 21 adult and peer interaction skills such as:

- follow directions
- greet someone
- give positive feedback
- accept no as an answer
- accept consequences
- take responsibility
- handle teasing
- compromise

## *Implementation Requirements*

**Nature of instructional materials:** includes scripted, teacher-guided lessons, activities include role plays, group discussions, relaxation training, and homework assignments. Five core teaching strategies are the heart of this program and should be used during "teachable moments" to teach students appropriate social behaviors in everyday interactions. They are organized in a hierarchy ranging from strategies that require minimal teacher involvement (e.g., positive feedback) to those that are more teacher-directed (e.g. sit and watch). Team-teaching is suggested for self-training and skill instruction.

**Instructional grouping:** 6-10 students

**Instructional time requirements:** the skill lesson (25 minutes) is the main component of the 2 hour group training session. Session length *can be* adjusted.

**Training requirements:** formal training optional; currently provided free of charge in Reno, NV twice each year by the developers. Participants must pay expenses associated with attending the training.

## *Instructional Materials*

Complete program: $35.95

Includes the 180-page soft-cover *Program Guide* (a comprehensive, structured self-training guide to learn the use of the program's techniques and strategies), and the 162-page spiral-bound *Group Training Manual* (the 21 skills in the curriculum and the instructional strategies for their use).

# Let's Be Social (1989)

## Developers

*The Social Integration Project, Utah State University*

## Publisher

Communication Skill Builders
3830 E. Bellevue
Tuscon, AZ 85733
602-323-7500

## Year of Publication

1989

## Target Population

Designed for children with a mental age of 3-7 years (i.e., normally developing young children, children with mental disabilities, language delays, or developmental delays)

## Intended Student Outcomes

Acquisition of peer interactions skills (e.g., sharing, making requests, listening)

Improved self-esteem

## Implementation Requirements

**Nature of instructional materials:**

- skills are taught through direct practice, discrimination exercises, and modeling and instructional activities
- each unit is structured as follows: day 1-introduce and demonstrate social rules, day 2-review and practice, days 3 and 4-prompted practice, day 5-review of previous units. Each unit lists the target skill, review skill, objectives, materials needed, procedures, and a sample lesson.
- Social Opportunity Activities are provided for each unit to provide children with non–instructional time to practice social responses (e.g., snack time, outdoor play time, art activities)

**Instructional grouping:** whole class or small group

**Instructional time requirements:** 10 units, each contains 5 daily lessons designed to last 5-15 minutes each

**Assessment component:** includes Social Skill Rating Scale and Classroom Ranking Sheet for initial and year-end assessments

## Instructional Materials

Complete program: $39

- Instructor's manual (120 pages), 40 illustrated social situation cards, 2 full-color cards to use as puppets, storage box

# Life Centered Career Education (LCCE, Third Edition)

## *Developer*

*Donn Brolin*

## *Publisher*

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
703-620-3660
Fax: 703-264-9494

## *Year of Publication*

1989

## *Target Population*

Students with mental and learning disabilities in grades 7-12; considered to be appropriate for all students, especially students considered to be at-risk for dropping out of school and students who are adjudicated.

## *Intended Student Outcomes*

To develop competence in daily living skills, personal-social skills, and occupational guidance and preparation. The following personal-social competencies are addressed:

- self-awareness
- independence
- self-confidence
- problem-solving
- socially responsible behavior
- communication
- interpersonal relations

## *Implementation Requirements*

**Nature of instruction:** 22 competencies and 97 subcompetencies are taught via instructional units for which specific lesson plans are provided. The designation of an LCCE coordinator is recommended.

Assessment component: Criterion-referenced assessment tools are provided for measuring students' skill knowledge and performance.

**Training requirements:** Formal training is recommended and available from Dr. Brolin and the Council for Exceptional Children.

## *Instructional Materials*

Purchase options:

- Trainer's Manual (305-page, three-ring binder): $160
- Instructional Units *(3-ring binder format)
  - Daily Living Skills: $400
  - Personal-Social Skills: $400
  - Occupational Guidance & Preparation: $300
- Knowledge & Performance Assessment Batteries*: $300
- Curriculum Guide (179-page paperback): $23.40
- Student test packets for knowledge test (10 tests): $50

* Can be purchased as a set for $980.

# Magic Circle

## *Developers*

U. Palomares and Associates

## *Publisher*

Magic Circle Publishing Company
P.O. Box 4270
San Clemente, CA 92672
714-489-3772

## *Year of Publication*

1974 (revised 1980 and 1990)

## *Target Population*

*Human Development Program*: preschool through grade 6

*Innerchange*: grades 7 through 12

## *Intended Student Outcomes*

Awareness and respect for self and others

Increased self-confidence

Acceptance of responsibility

Effective communication skills

Decision-making and problem-solving skills

Assertiveness and conflict management skills

## *Implementation Requirements*

**Nature of instructional materials:** semi-structured; flexible; teacher facilitated small-group discussions (called "magic circles") evolve into student-led group discussions; sequential, instructional units are categorized as introductory, moderately challenging or advanced; program can be integrated into other curricula

**Basis of system:** application of psychology and educational philosophy theories to prevent debilitating emotional and behavioral problems in students

**Parental involvement:** suggestions are provided for involving parents and other community members

**Instructional setting:** any setting large enough for a group discussion

**Instructional grouping:** small group

Instructional time requirements: daily sessions are recommended; length of sessions vary by age group

**Training requirements:** attendance at training workshops is optional; instructional books and audio cassettes are available

## *Instructional Materials*

Purchase options:

- Individual sets for preschool through grade 6 (include softcover teacher guides, spirally bound activity guides, developmental profile sheets): $49.95 each
- Complete set for preschool through grade 6: $159.95
- Junior and senior high sets (include softcover leader's manual, student books, blackline masters): $49.85 each
- Other curriculum materials are available

# Marathon: Making the Effort & Getting Along with Others

## *Developers*

*ABT Associates*

## *Publisher*

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

## *Year of Publication*

1984

## *Target Population*

Designed for high school students with mild mental and emotional disabilities and learning disabilities. May also be used with slow learners and students who speak English as a second language

## *Intended Student Outcomes*

Peer-interaction and job-related social skills. Specific skills addressed:

- Part 1: Making the Effort (30 lessons focusing on 75 work and social behaviors necessary for accepting responsibility and developing motivation to succeed)
- Part 2: Getting Along with Others (30 lessons focusing on 75 behaviors for establishing and maintaining good relationships with co-workers and friends)

## *Implementation Requirements*

**Nature of instructional materials:** activities and materials include plays, short stories, puzzles, and cartoons; grade 3 reading level; teacher-directed; involves specific homework assignments

**Instructional grouping:** whole class, small group

**Instructional time requirements:** not specified

## *Instructional Materials*

Complete program: $149.00

- 2 introductory video programs
- 2 teacher's guides
- 20 student workbooks (10 for each program; 65 pages each)
- Social Solutions Game (reinforces concepts learned)

# MASST: Metacognitive Approach to Social Skills Training

## *Developers*

*Jan Sheinker and Alan Sheinker*

## *Publisher*

Aspen Publishers, Inc.
200 Orchard Ridge Drive
Gaithersburg, MD 20878
800-638-8437

## *Year of Publication*

1988

## *Target Population*

Designed for students in grades 4 through 12 who are in general or special education (specific disabilities not stipulated). May also be used with gifted students

## *Intended Student Outcomes*

Self-awareness skills

Peer interaction skills

Skills for interacting with adults

Problem-solving skills

## *Implementation Requirements*

**Nature of instructional materials:** sequential, somewhat flexible

**Basis of program:** MASST is based on the premise that internal control is essential for responsible, productive behavior and problem solving

**Instructional settings:** instruction occurs in class, practice activities occur out of school

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 4- to 18-week duration; two 40-minute sessions per week are recommended but not required

**Assessment component:** screening information is provided

## *Instructional Materials*

Complete program: $95.00

- Teacher's guide (362 pages, three-ring binder, 150 lesson plans)
- Reproducible student worksheets

# Mind Your Manners

## *Developers*

*Leighton and J. Stanfield*

## *Publisher*

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

## *Year of Publication*

1987

## *Target Population*

Designed for students in middle and secondary grades with mild to moderate mental disabilities, behavioral/emotional disabilities, and learning disabilities

## *Intended Student Outcomes*

Social skills for home and community living

Manners for home, school and community

Greeting and conversation skills

Peer interaction skills

Table manners

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification; involves specific homework assignments

**Instructional grouping:** small group, whole class

**Instructional time requirements:** 2-hour video time; instructional time varies

**Assessment component:** checklist for assessing skill acquisition

**Training requirements:** program includes teacher training videotape containing suggestions for motivating students

## *Instructional Materials*

Complete program: $399

- 6-part videotape series
- Teacher's guide (43 pages)
- Teacher training videotape

## My Friends & Me

### *Developer*

Duane E. Davis

### *Publisher*

American Guidance Service
4201 Woodland Rd., P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

### *Year of Publication*

1988

### *Target Population*

Designed for preschool and kindergarten children with and without disabilities.

### *Intended Student Outcomes*

Help children develop a confident personal identity with focuses on nurturing social, emotional, physical, intellectual, and creative identities.

Help children develop four types of social skills: (1) how to cooperate, (2) being considerate of others, (3) ownership and sharing, and (4) seeking help and giving help.

### *Implementation Requirements*

**Nature of instructional materials:** program can easily be integrated into existing curricula or used as a self-standing program. 87 scripted lessons focus on the two student outcomes with themes that are repeared throughout the program at gradually increasing levels of complexity.

**Parental involvement:** home notes are included to reinforce the program at home

**Instructional grouping:** whole class, small group

**Instructional time requirements:** estimated lesson time is 20 minutes; can be shortened to 10-15 for students with developmental and language delays. Instructions for shortening or lengthening many activities are included.

### *Instructional Materials*

Complete program: ($340)

Materials are contained in a 14" x 11" x 12" laminated cardboard box in the shape of a two-story house with a carrying handle and include: songs, magnetic shapes, posters, an illustrated storybook, home activities, and two foot-high dolls that provide the lead in many of the activities.

Other purchase options:

- an activity board, $58
- 2 audiocassettes with recorded stories and activities, $58
- 2 books with additional stories, $70

# New Haven Social Development Program

## *Developers*

*Roger P. Weissberg, M. Caplan, L. Bennetto, and A. Jackson*

## *Publisher*

Yale University
Department of Psychology
P.O. Box 11A Yale Station
New Haven, CT 06520-7447
203-432-4556

## *Year of Publication*

1990

## *Target Population*

Designed for students in elementary and middle grades who are in general education

## *Intended Student Outcomes*

Problem-solving skills

Family interaction skills

Skills for handling stress

Skills for responding to peer pressure

Skills for resolving conflicts with others

## *Implementation Requirements*

**Nature of instructional materials:** highly structured; sequential; scripted; teacher-directed lessons; student-directed role plays; uses direct instruction, class discussions of real-life problems, cooperative and competitive games, visual aids, worksheets, and viewing and discussion of videotapes

**Parental involvement:** notified of program goals and given suggestions for home activities

**Instructional grouping:** whole class

**Instructional time requirements:** 45 minutes per class period for approximately 3 months

## *Instructional Materials*

Two teacher's manuals: $40.00 each

One manual for each of two instructional units. Maunals are in 281-page loose-leaf binders & contain student worksheets

Videotape series (titled On the Level; developed by consortium of 38 states):

- individual program: $125.00 (consortium members: $90.00)
- complete set of 12 programs: $525.00 (consortium members: $470.00)

Contact the Agency for Instructional Technology (800-457-4509) to determine if your state is a consortium member

# PEERS: Procedures for Establishing Effective Relationship Skills

## *Developers*

*H. H. Hops, J. J. Guild, D. H. Fleischman, S. C. Paine, A. Street, H. M. Walker, and C. R. Greenwood*

## *Publishers*

Educational Achievement Systems
319 Nickerson Street, Suite 112
Seattle, WA 98109
206-485-6013

Center on Human Development
Division of Special Education & Rehabilitation
Clinical Services Building
University of Oregon
Eugene, OR 97403
503-346-3591

## *Year of Publication*

1978

## *Target Population*

Students in grades K-3 who are socially withdrawn. May be used with students who have emotional/behavioral disabilities

## *Intended Student Outcomes*

Decrease in socially withdrawn behaviors

Peer interaction and communication skills

## *Implementation Requirements*

**Nature of instructional materials:** there are four intervention components:

- social skills tutoring (3 days of direct instruction)
- joint task activities (involves interaction with one other student to perform academic and non-academic tasks)
- recess point system
- self-report

**Instructional settings:** classroom, playground

**Instructional grouping:** one-on-one

**Instructional time requirements:** 20 minutes daily for 20 to 40 days

**Assessment components:** screening information, instrument for placing students in the curriculum, chart for tracking skill acquisition

**Training requirements:** training by the developer is available as an option

## *Instructional Materials*

Complete program: $62.80

Instructor's manual: $12.95

Consumable student packet: $14.95

Stopwatch: $19.95

Social skills tutoring and games: $14.95

Teacher's manual and consumable packet: $33.95

Consultant materials: $44.95

# Personal Power Series (Vols. 1, 2, and 3)

## *Developer*

*Ruth Herman Wells*

## *Publisher*

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758-6897
512-451-3246

## *Years of Publication*

Volume 1: 1984; Volume 2: 1988; Volume 3: 1990

## *Target Population*

Designed for students in middle and secondary grades who have mild to moderate behavioral/emotional and learning disabilities. Grade level: 6 through 12

## *Intended Student Outcomes*

Peer interaction skills
Problem-solving skills
School-related social skills
Skills for handling stress
Friendship skills
Skills for resolving conflicts with others
Skills for interacting with adults
Skills for dealing with feelings
Self-awareness skills
Skills for responding to peer pressure

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification

**Instructional setting:** classroom

**Instructional grouping:** whole class

**Instructional time requirements:** 1 hour sessions, 3 to 5 times per week

**Assessment components:** pretest for screening and placing class as a group; test questions and review lessons for evaluating skill acquisition

## *Instructional Materials*

Complete program (Volume 1—Succeeding in School, Volume 2—Succeeding with Self, Volume 3—Succeeding with Others): $79.00 for each volume

- Lesson plan manual
- Instructor's guide
- Handout packets (5)
- Pretests (5)

Other purchase options:

- Lesson plan manual: $39.00
- Handout packets (5): $36.00 - $37.00
- Instructor's guide: $4.00
- Pretests (5): $6.00

# Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills

## Developers

*Vanderbilt/Minnesota Social Interaction Project (Samuel Odom and Scott McConnell, Project Directors)*

## Publisher

Communication Skill Builders
3830 E. Bellevue
P.O. Box 42050
Tucson, AZ 85733
602-323-7500

## Year of Publication

1993

## Target Population

Preschool children, ages 3-5, who engage in little or no positive or playful social interaction with peers.

## Intended Student Outcomes

Specific play interaction skills:
sharing
agreeing
share requests
requesting/offering assistance
play organizing
persistence

## Implementation Requirements

**Nature of instructional materials:** Teachers provide skill instruction to children who do not have appropriate skills via scripted skill lessons. Children with appropriate social skills are paired with target children who do not have appropriate social skills during structured play activities. Structured play groups should contain four to six children-equal numbers of target children and peers with appropriate social skills. Teachers are directed to use prompts to increase skill use and a self-monitoring system to encourage continued skill use; both are faded over time.

**Instructional time requirements:** Approximately 15-20 minutes per day should be allocated for skill instruction and structured play.

## Instructional Materials

Soft-cover, 190-page manual: $35.00

# PREP for Effective Family Living

## *Developers*

*Don Dinkmeyer, Sr., Gary D. McKay, Don Dinkmeyer, Jr., James S. Dinkmeyer, and Jon Carlson*

## *Publisher*

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1985

## *Target Population*

Designed for students in middle and secondary grades. Interest level: adolescents and young adults

## *Intended Student Outcomes*

Self-awareness skills

Decision-making skills

Problem-solving skills

Dating skills

Awareness and understanding of others

Skills for resolving conflicts with others

Family interaction skills

Enhanced self-esteem

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; peer-mediated; consists of nine units, each divided into three modules; audiocassettes contain vignettes to stimulate discussions; reinforcement activities promote skill maintenance

**Relationship to regular curriculum:** can be integrated or taught separately

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 45 to 120 minutes per module; daily, for 9 to 18 weeks

**Assessment component:** quiz for assessing skill acquisition

## *Instructional Materials*

Complete program: $120.00
- Instructional manual (190 pages)
- Student handbook (nine-chapter course text)
- Student activity book
- Audiocassettes (5)
- Role-play cards (27)
- Blackline masters (38)

Other purchase options:
- Publicity packet: $8.00
- Student handbook (hardcover): $22.50
- Student handbook (softcover): $12.95
- Student activity book: $5.75

# The Prepare Curriculum

## *Developer*

*Arnold P. Goldstein*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, Illinois 61826
217-352-3273

## *Year of Publication*

1988

## *Target Population*

Adolescents and young children who are aggressive, antisocial, withdrawn, and/or socially isolated.

## *Intended Student Outcomes*

To decrease negative social behavior by promoting prosocial behavior.

Ten groups of social skills are addressed via 10 separate courses:

- problem solving
- stress management
- interpersonal relations
- empathy
- situational perception
- recruiting supportive models
- anger control
- cooperation
- moral reasoning
- understanding and using groups

## *Implementation Requirements*

**Nature of instructional materials:** For the first five courses, sufficient information is provided for skill instruction; teachers will need to obtain additional information and materials to teach the other five courses. Teachers have flexibility in deciding which skills to teach and when; however, certain sequences and skill groupings are suggested. The interpersonal skills course uses the structured learning technique and teaches the same skills as are included in the program Skillstreaming the Adolescent.

**Instructional time requirements:**Each course varies in length, i.e., overall length of course and length of instructional sessions.

**Relationship to regular curriculum:**The manual describes procedures for enhancing skill transfer and maintenance as well as for classroom contingency management.

**Training requirements:** Although formal training is not required for teaching any course, teachers will need to determine if they have the knowledge and skills needed to teach a course.

**Instructional grouping:** Each of the skill courses may be taught to small or large groups of students.

## *Instructional Materials*

Soft-cover, 700-page manual: $29.95

# RECESS: Reprogramming Environmental Contingencies for Effective Social Skills

## *Developers*

*Hill M. Walker, Hyman Hops, and Charles R. Greenwood*

## *Publisher*

Educational Achievement Systems
319 Nickerson Street, Suite 112
Seattle, WA 98109
206-485-6013

## *Year of Publication*

1988

## *Target Population*

Designed for students without disabilities, particularly those with aggressive behaviors, in grades K-3. With minor adjustments, may also be used with students who have disabilities and with students in grades 4 and 5

## *Intended Student Outcomes*

Reduction of aggressive behaviors

Increase in appropriate peer social interactions

## *Implementation Requirements*

**Nature of instructional materials:** there are four sequential phases of instruction:

- recess only (program is conducted during recess periods for 10 days)
- classroom extension (program is extended to classroom, if necessary, for 15 days)
- fading (major program components are eliminated over a 15-day period)
- maintenance (continues indefinitely with minimal program intervention)

**Instructional setting:** playground

**Instructional grouping:** one-on-one

**Instructional time requirements:** daily for approximately 3 months to 1 year, depending on student responsiveness

## *Instructional Materials*

Complete program: $221.70

Information manual: $75.00

RECESS manual: $29.95

Instructor's manual: $12.95

Playground supervisor manual: $5.95

Consumable packet (forms for one student): $14.95

Teacher's RECESS materials: $35.95

Consultant's RECESS materials: $46.95

# Room 14

### Developer

*Carolyn C. Wilson*

### Publisher

Options, Inc.
10 Governor's Row
Weare, NH 03281-3303
800-782-7300

### Year of Publication

1993

### Target Population

Designed for general and special education students in elementary grades (specific disabilities not stipulated)

### Intended Student Outcomes

Friendship skills

Classroom work-related social skills

Skills for dealing with feelings

Conflict resolution skills

Peer interaction skills

### Implementation Requirements

**Nature of instructional materials:** structured, sequential, lessons involve a variety of communication skills (e.g., speaking, listening, using and understanding body language). Reading level ranges from grades 2 through 4

**Instructional grouping:** whole class

**Instructional time requirements:** not specified

### Instructional Materials

Complete program: $59.95

- Instructor's manual (198 pages; spiral binding; outlines 31 lessons)
- Student activity book (113 pages; spiral binding; contains reproducible activity and review sheets)
- Picture book (253 pages; spiral binding; includes reproducible pictures of social situations for discussion)

# Skills for Adolescence

## *Developers*

*Lions Club International and Quest International*

## *Publisher*

Quest International
537 Jones Road, P.O. Box 566
Granville, OH 43023-0566
800-446-2700

## *Year of Publication*

1986 (revised 1988)

## *Target Population*

Designed for students in middle grades who are in general education. May be used with students with disabilities

## *Intended Student Outcomes*

Decision-making skills

Family interaction skills

Problem-solving skills

Friendship skills

Skills for dealing with feelings

Enhanced self-esteem

Peer interaction skills

School-related social skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; student-directed; allows for instructional modification; instructional activities include classroom lessons, homework assignments, and community service projects

**Parental involvement:** a critical component of the program; involves specific home activities and regular, mutual feedback between teacher and parent

**Instructional settings:** classroom, community service projects

**Instructional grouping:** whole class

**Instructional time requirements:** one class period daily, or every other day, for one semester to one year

**Assessment components:** tests and criteria for assigning grades

**Training requirements:** 3-day training course required; $975.00 for one person (includes one set of complete program with 30 copies of student materials); $375.00 for each additional person

## *Instructional Materials*

Complete program: see training requirements (above) for costs

- Teacher's manual with unit tests (includes plans for 103 45-minute lessons)
- Parent meeting guide (includes strategies for involving parents and instructions for conducting four parent meetings)
- Student workbook (contains worksheets that reinforce classwork and homework)
- Parent book (contains information about changes that occur in adolescence)
- Student textbook

Other purchase options: individual components can be purchased separately; quantity discounts apply

# Skills for Job Success

## *Developers*

*Barbara L. McCombs and Linda Brannan*

## *Publisher*

Educational Press
111 Kane St.
Baltimore, MD 21224
410-633-0730

## *Year of Publication*

1990

## *Target Population*

Designed for students in secondary grades with mild to moderate learning, mental, and behavioral disabilities. May also be used with students who have hearing impairments

Interest level: age 16 to 21

Reading level: below grade 4

## *Intended Student Outcomes*

Job-related social skills

Skills for dealing with criticism

Problem-solving skills

Skills for interacting with strangers

Conversation skills

School-related social skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; instructional modification allowed; 27 workbooks address separate skills; program consists of four phases of instruction:

- introduction
- situation lessons
- role-playing situations
- on-the-job training

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** 3 lessons per week for 9 weeks; session time varies between 20 minutes and 45 minutes

**Assessment component:** role plays are used to assess skill acquisition

## *Instructional Materials*

Complete program: $1,200.00

- 10 copies of all 27 student workbooks
- 1 copy of all 27 teacher's guides
- 1 Accepting Criticism role-playing cards
- 1 Asking for Help role-playing cards
- 1 on-the-job training kit
- 1 teacher's resource manual

Other purchase options:

- Resource kit: $324.99
- Complete software kit: $1,100.00

# Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child

## *Developers*

*Ellen McGinnis and Arnold P. Goldstein*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1990

## *Target Population*

Children, ages 3 through 6, in general or special education. The program primarily benefits three groups of children:

- children who are withdrawn or aggressive
- those with normal development who have periodic deficits in prosocial behavior
- those with learning disabilities, communication disabilities, behavioral disabilities, or other disabilities

May be used with children through grade 2, depending on developmental level

## *Intended Student Outcomes*

Peer interaction skills

School-related social skills

Friendship-making skills

Skills for dealing with feelings

Alternatives to aggression

Skills for dealing with stress

## *Implementation Requirements*

**Nature of instructional materials:** utilizes teacher modeling, role playing, and group discussion; allows for instructional modification

**Parental involvement:** parents are notified of program goals

**Instructional settings:** classrooms, mental health and residential facilities

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** 15-20 minutes per daily session; morning sessions are suggested to allow students to practice skills throughout the day

**Assessment component:** includes forms for tracking progress and self-monitoring

## *Instructional Materials*

200-page teacher's guide: $14.95 (10 or more: $13.45 each)

Program forms booklet (contains forms for assessment, recording, and awards): $13.95

# Skillstreaming the Adolescent

## *Developers*

*Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1980

## *Target Population*

Designed for students in grades 6-12 who are in general or special education classes. May be used with students who have mental disabilities, learning disabilities, behavioral/emotional disabilities, or developmental delays

## *Intended Student Outcomes*

Enhanced self-esteem

Competence in dealing with interpersonal conflicts

Skills for dealing with feelings

Alternatives to aggression

Skills for dealing with stress

Planning skills

## *Implementation Requirements*

**Nature of instructional materials:** utilizes teacher modeling, role playing, and group discussion; allows for instructional modification

**Instructional settings:** classroom or other learning site set up to simulate social environments

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 1 hour per session, 2 times per week

**Assessment component:** checklist for determining placement and evaluating progress

## *Instructional Materials*

Purchase options:

- 232-page softcover teacher's guide: $14.95
- Audiocassette series (set of three 60-minute tapes): $35.95
  - Tape 1. Introduction to Structured Learning
  - Tape 2. Structured Learning in Use
  - Tape 3. Management of Problem Behaviors in the Structured Learning Group
- 400 skill cards that outline each of the 50 skills addressed (8 cards per skill): $25.00
- Teacher's guide plus audiocassette series: $46.95

# Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills

## *Developers*

*Ellen McGinnis, Arnold P. Goldstein, Robert P. Sprafkin, and Jane Gershaw*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, Illinois 61826
217-352-3273

## *Year of Publication*

1984

## *Target Population*

Elementary-aged students with and without disabilities. Behavioral skill steps are targeted to children in grades three and four, but can be adapted for younger and older elementary-aged children.

## *Intended Student Outcomes*

Sixty social skills divided into the following five skill groups are addressed in the manual; teachers are encouraged to use structured learning to teach other social skills.

classroom survival
alternatives to aggression
friendship-making
dealing with stress
dealing with feelings

## *Implementation Requirements*

Skillstreaming is designed to teach social skills via Structured Learning which consists of 4 steps:

modeling
performance feedback
role playing
transfer of training

Skillstreaming can be used as a remedial or preventive small or large group program.

The manual recommends conducting instructional sessions three to five times per week. From 20 to 40 minutes per session is needed (less time for younger students; more time for older students).

The manual includes information about and forms for pre/post assessment of student skill.

Sample instructional sessions are provided.

## *Instructional Materials*

Manual: $14.95

Program Forms booklet $12.95

Formal training is not required.

# Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings

## *Developers*

*Carl F. Calkins and Hill M. Walker*

## *Publisher*

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
800-638-3775

## *Year of Publication*

1990

## *Target Population*

Designed for adults with mild to profound disabilities, including visual and hearing impairments, mental disabilities, cerebral palsy, and epilepsy. May also be used with students in junior and senior high school job placement programs

## *Intended Student Outcomes*

Acquisition of job-related social skills

## *Implementation Requirements*

**Nature of instructional materials:**

- Assessment on 16 behaviors leads to recommended interventions for specific behaviors or social skills.
- One intervention involves using a commercial social skills package; most other interventions involve behavioral procedures such as shaping, reinforcement, cues, contingency contracts, etc.
- The student's employer and job coach are involved in program intervention.
- The program is divided into units that include Background of the Equal Employment Opportunity Program, Social Competence Match, Intervention Selection, Program Planning, and Resources.

**Instructional setting:** job site

**Instructional grouping:** one-on-one

**Instructional time requirements:** determined individually

**Assessment component:** detailed guidance on employment-related assessment

## *Instructional Materials*

128-page softcover instructor's manual: $37.00

Habilitation planning forms (shrink-wrapped package of four 43-form sets): $32.00

# Social Decision-Making Skills

## Developers

*Maurice Elias and John Clabby*

## Publisher

Aspen Publishers, Inc.
200 Orchard Ridge Drive
Gaithersburg, MD 20878
800-638-8437

## Year of Publication

1989

## Target Population

Designed for students in grades K through 6. May be used for students who are gifted and for those with emotional and behavioral disabilities, learning disabilities, perceptual and neurological impairments, and communication disorders

## Intended Student Outcomes

Decision-making skills
Ability to set goals
Self-control
Problem-solving skills
Peer interaction skills

## Implementation Requirements

**Nature of instructional materials:** can be adapted to suit individual student needs; curriculum guide contains 5 sections:

- Introduction and Rationale
- An Introduction to Teaching Social Decision Making and Problem Solving
- Materials for Improving Children's Social Decision Making and Problem Solving
- Evidence for Effectiveness
- How to Make Social Decision Making and Problem Solving Work for the Instructor and the Students

**Instructional grouping:** whole class, small group

**Instructional time requirements:** at least 30 minutes per session, with morning and afternoon sessions separated by at least one day

**Assessment components:** group assessment tool for determining level of skill; instruments for recording student strengths and skill acquisition

## Instructional Materials

Program curriculum guide (one 261-page looseleaf binder): $94.00

# SSS: Social Skill Strategies

## Developers

*Nancy Gajewski and Patty Mayo*

## Publisher

Thinking Publications
P.O. Box 163
Eau Claire, WI 54702-0163
800-225-4769

## Year of Publication

1989

## Target Population

Designed for students in elementary, middle, and secondary grades who are in general education, including those with mental, behavioral/emotional, and learning disabilities. May also be used with students with visual or hearing impairments, speech/language disorders, ESL, brain injuries, and adults with social skill deficits

## Intended Student Outcomes

Peer interaction skills

Skills for interacting with adults

Problem-solving skills

Skills for dealing with feelings

Decision-making skills

Conversation skills

Skills for dealing with criticism

Friendship skills

Awareness and understanding of others

## Implementation Requirements

**Nature of instructional materials:** teacher-directed; student-directed; peer-mediated; allows for instructional modification; includes structured activities, focused discussions, visualization tasks and home assignments

Skills are divided into 5 categories within two books:

- Book A (introductory skills, general interaction skills)
- Book B (peer interaction skills, management skills, and emotional/expression skills)

**Parental involvement:** receive notification of program goals; supervise home practice activities

**Instructional grouping:** small group

**Instructional time requirements:** 45 minutes daily for 2 years (using Books A & B)

**Assessment components:** social skill rating scales for documenting pre/post performance

## Instructional Materials

Complete program: $66.00

- Books A & B (two softbound books; 324 and 350 pages; contain reproducible student materials)

Other purchase options:

- Books A & B can be purchased separately for $33.00 each

# Social Skills and Me

## *Developers*

*Cheri Crane and Judy Reynolds*

## *Publisher*

Crane/Reynolds, Inc.
9337-B Katy Freeway
Suite 327
Houston, TX 77024
713-984-0688

## *Year of Publication*

1983

## *Target Population*

Designed for students with behavioral/emotional disabilities. Grade level: 1 through 6. This is one curriculum in a 3-part series for students in grades 1 through 12

## *Intended Student Outcomes*

Communication skills

Assertiveness skills

Skills for taking responsibility

Problem-solving skills

## *Implementation Requirements*

**Nature of instructional materials:** 100 scripted lessons are organized into sequenced units. Highly structured; allows for modification by adding and expanding lessons. Methods and activities include teacher modeling, role playing, discussion, games, hands-on activities, demonstration, vocabulary, practice of interaction skills, goal-setting

**Instructional grouping:** One-on-one instruction: Mondays and Fridays. Group instruction (whole class): Tuesdays, Wednesdays, and Thursdays

**Instructional time requirements:** 40 minutes daily

**Training requirements:** curriculum materials are not available without training. Attendance at a 2-day session qualifies trainees to purchase and teach any program in the 3-part series

## *Instructional Materials*

Teacher's guide: $85.00

- 320 pages; three-ring binder; includes lessons plans and schedules, lists of outside materials needed, and student activity sheets for duplicating

Student workbook: $7.95

- 97 pages; softcover; contains student activities for skill reinforcement, goal-setting plans, and "I like me" and "I learned" sections that accompany each lesson

Required training:

- 24 or fewer trainees: $700.00 plus travel, meals, and lodging for 1 trainer
- 25 to 50 trainees: $1400.00 plus travel, meals, and lodging for 2 trainers

# Social Skills for Adults with Severe Retardation

## *Developers*

*Sandra E. McClennen, Ronald R. Hoekstra, and James E. Bryan*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1980

## *Target Population*

Designed for adolescents and adults with severe mental disabilities. Adaptations are given to accommodate visual, hearing, and motor impairments

## *Intended Student Outcomes*

Social skills essential for appropriate behavior in residential, school, and activity settings:

- appropriate physical interactions
- touching and manipulating objects
- reaction to name
- social smiling
- eye contact
- social interaction with trainer
- travelling with trainer
- group interaction
- development of leisure skills
- waiting, sharing, and taking turns

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed, peer-mediated, allows for instructional modification

**Instructional settings:** classroom, home or other residential setting, community, job site

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** approximately 30 minutes per day, with one or more days required to teach each of 67 program objectives

**Assessment component:** record keeping forms for assessment, individual planning, training, and evaluation

## *Instructional Materials*

Complete program (Three-ring binder, 284 pages, including record-keeping forms): $49.95

# Social Skills for Daily Living

## *Developers*

*Jean Bragg Schumaker, J. Stephen Hazel, and Colleen S. Pederson*

## *Publisher*

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1988

## *Target Population*

Designed for adolescents and young adults, ages 12 to 21, with mild disabilities (i.e., mental disabilities, behavioral and emotional disabilities, learning disabilities, and visual impairments). May be used for students without disabilities and for those over age 21

## *Intended Student Outcomes*

Job-related and school-related social skills

Conversation and friendship skills

Peer interaction skills

Problem-solving skills

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed, with some tasks that students complete on their own; allows for instructional modification

**Parental involvement:** notified of program goals; perform specific home activities with the student

**Instructional settings:** classrooms, group homes, psychiatric facilities, state institutions

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** at least 90 minutes each week, divided into various session lengths according to teacher and student needs

**Assessment components:** instrument for placing students in the curriculum; progress charts for student self-monitoring

## *Instructional Materials*

The program is made up of 4 packages that can be purchased separately:

- Program Basics (a prerequisite to the remaining three packages): $81.00
- Conversation and Friendship Skills: $265.00
- Skills for Getting Along with Others: $265.00
- Problem-Solving Skills: $265.00

The complete program includes:

- 4 instructor's manuals
- 13 comic books
- 128 practice cards
- 1 scope-and-sequence wall chart
- 30 skills books
- 30 workbooks
- 130 blackline masters

# Social Skills for School and Community

## *Developer*

*Laurence R. Sargent*

## *Publisher*

Council for Exceptional Children (CEC)
Department K3092
1920 Association Drive
Reston, VA 22091-1589
703-620-3660

## *Year of Publication*

1991

## *Target Population*

Designed for children and youth with cognitive delays (K-12)

## *Intended Student Outcomes*

Primary and intermediate level

aquisition of classroom-related skills, school-related skills, personal skills, and interaction initiative skills

Middle/junior high level

aquisition of above skills plus interaction response skills and community-related skills

Senior high level

aquisition of junior high level skills plus work-related skills

(Although most of the skill categories are the same for each level, the actual skills differ. With some modifications, the skills from different levels can be taught to older or younger students.)

## *Implementation Requirements*

**Nature of instructional materials:** lessons are based on a direct instruction model and consist of the following 6-step procedure: establishing the need; identifying skill components; modeling the skill; role playing the skill; practicing the skill; generalizing and transfering the skill. Each lesson contains an objective, performance criteria, materials, and procedures. Separate homework forms are included for junior high level; formal homework instructions for senior high level are contained in the lesson

**Instructional grouping:** whole class or small group

**Instructional time requirements:** not specified, some students may acquire a new skill/week, others may take a few months to acquire the same skill. There are 25 lessons for each level.

**Assessment component:** includes a checklist for teachers to rate students on the skills within each category (classroom-related, community-related, etc.) and a task analysis for each skill lesson

## *Instructional Materials*

Complete program (308-page Instructor's manual including lessons for all four levels): $18; $15 for CEC members

# Social Skills for the World of Work and Beyond

## *Developers*

*C. A. Michaels, M. Lee, C. Grosso, and F. Reiser*

## *Publisher*

Special Rehabilitation Projects
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507
516-747-5400

## *Year of Publication*

1991

## *Target Population*

Designed for college students with learning disabilities

## *Intended Student Outcomes*

Interpersonal skills

Skills for dealing with feelings

Skills for dealing with stress and aggression

Planning skills

Skills for the work environment

## *Implementation Requirements*

**Nature of instructional materials:** teacher directed; instructional modification is permitted; consists of five module units; individual modules and lessons can be used outside of the curriculum; includes scripted lesson plans with worksheets, role-playing scenarios, student handouts

**Instructional settings:** college or university classroom

**Instructional grouping:** whole class, small group

**Instructional time requirements:** semester-long college course; less time required if teaching individual modules only

**Assessment component:** includes lessons on self-evaluation and employer evaluations

**Training requirements:** no formal training required

## *Instructional Materials*

Complete program: Teacher's manual (three-ring binder, 367 pages): $22.50

# Social Skills in the Classroom

## Developer

*Thomas Stephens*

## Publisher

Psychological Assessment Resources, Inc.
16204 North Florida Ave.
Lutz, FL 33549
800-331-8378

## Year of Publication

1992 (Second edition)

## Target Population

Designed for students from kindergarten through grade 12

## Intended Student Outcomes

Peer interaction skills

Skills for interacting with adults

School-related social skills

Self-awareness skills

Task-related skills

## Implementation Requirements

**Nature of instructional materials:** teacher-directed; allows for instructional modification—teacher selects skills to teach and strategies to use; requires use of commercially available materials

**Instructional strategies:** employs a directive teaching approach—skill training within a diagnostic-prescriptive model of teaching; uses modeling and contingency management strategies

**Relationship to regular curriculum:** separate

**Instructional setting:** classroom

**Instructional grouping:** whole class, one-on-one

**Instructional time requirements:** daily or weekly, but time requirement per component is not specified

**Assessment component:** assessment flowchart that facilitates screening and evaluation of progress

## Instructional Materials

Complete program (427-page, hardbound Teacher's guide): $40.95

# Social Skills Intervention Guide: Practical Strategies for Social Skills Training

## *Developers*

*Stephen N. Elliott and Frank M. Gresham*

## *Publisher*

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1991

## *Target Population*

Designed for students in first through tenth grades who are deficient in social skills or who are at risk for social behavior problems. May also be used with students with emotional/behavioral, learning, or mild mental disabilities

## *Intended Student Outcomes*

Skills for interacting with adults

Skills for interacting with strangers

Awareness and understanding of others

Skills for dealing with criticism

Skills for resolving conflicts with others

Peer interaction skills

Skills for dealing with feelings

Conversation skills

Skills for responding to peer pressure

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modifications

**Instructional settings:** classroom, playground, home

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** 45 minutes per session with two to three sessions per week over a six to eight week period

**Assessment component:** use of the Social Skills Rating System (SSRS) is recommended

Skills taught involve five domains of social behavior: cooperation, assertion, responsibility, empathy, and self-control (CARES)

Program seeks to influence behavior through the intervention techniques of modeling, role playing, behavioral rehearsal, and reinforcement

## *Instructional Materials*

Complete program (203-page, hardbound Teacher's guide): $59.50

# Social Skills on the Job

## *Developers*

*Macro Systems, Inc.*

## *Publisher*

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1988, 1989

## *Target Population*

Designed for adolescents and adults with mild learning, behavioral/emotional, and mental disabilities. May also be used with adolescents without disabilities who have social skill deficits

## *Intended Student Outcomes*

Job-related social skills

Skills for dealing with feelings

Problem-solving skills

Skills for dealing with criticism

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed instruction; student-directed use of computer diskettes; peer-mediated role plays; specific homework assignments; includes vocabulary exercises

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** 14 sessions of 45 to 55 minutes each

**Assessment components:** 2-page review test; 1 video review segment; 1 computer diskette review

## *Instructional Materials*

Complete program: $490.00

- Teacher's guide
- Videotape (60-minute demonstration of 14 job-related skills filmed in actual work situations)
- Software diskettes (14 activity diskettes and 1 review diskette using graphics to present basic social skills in workplace)
- Software manual
- Blackline masters (74 worksheet activities to reinforce each skill)

Other purchase options:

- Video program: $290.00 (includes videotape, teacher's guide, and blackline masters)
- Computer supplement: $230.00 (includes 15 software diskettes and software manual)

# Success with Social Skills

## *Developers*

*Judy Reynolds and Cheri Crane*

## *Publisher*

Crane/Reynolds, Inc.
9337-B Katy Freeway
Suite 327
Houston, TX 77024
713-984-0688

## *Year of Publication*

1985

## *Target Population*

Designed for students with behavioral/emotional disabilities. Grade level: 6 through 9. This is one curriculum in a 3-part series for students in grades 1 through 12

## *Intended Student Outcomes*

Communication skills

Assertiveness skills

Job-related social skills

Skills for taking responsibility

Problem-solving skills

## *Implementation Requirements*

**Nature of instructional materials:** 130 scripted lessons are organized into sequenced units. Highly structured; allows for modification by adding and expanding lessons. Methods and activities include teacher modeling, role playing, discussion, games, hands-on activities, demonstration, vocabulary, and practice of interaction skills

**Instructional grouping:** One-on-one instruction: Mondays and Fridays. Group instruction (whole class): Tuesdays, Wednesdays, and Thursdays

**Instructional time requirements:** 50 to 60 minutes daily

**Training requirements:** curriculum materials are not available without training. Attendance at a 2-day session qualifies trainees to teach and purchase any program in the 3-part series

## *Instructional Materials*

Teacher's guide: $85.00

- 560 pages; three-ring binder; includes lesson plans and schedules, lists of outside materials needed, and student activity sheets for duplicating

Student textbook: $7.95

- 148 pages; softcover; contains student activities for skill reinforcement, goal-setting plans, and "I like myself" and "I learned" sections that accompany each lesson

Required training:

- 24 or fewer trainees: $700.00 plus travel, meals, and lodging for 1 trainer
- 25 to 50 trainees: $1400.00 plus travel, meals, and lodging for 2 trainers

# Sustaining Employment: Social Skills at Work

## *Developers*

*Jessica A. Jonikas, Anita Casey, and Judith A. Cook*

## *Publisher*

Thresholds National Research and Training Center
2001 N. Clybourn Ave., Suite 302
Chicago, IL 60614
312-348-5522

## *Year of Publication*

1991

## *Target Population*

Designed for persons with psychiatric disabilities who have jobs but need to refine their social skills in order to keep their jobs. May also be used with secondary students (aged 16 years or older, with a 6th grade reading level) with emotional or behavioral disabilities.

## *Intended Student Outcomes*

- social and working relationships with co-workers and supervisors
- healthy methods of coping with mental illness and its symptoms
- appropriate behavior in work settings
- proper way to terminate employment if necessary.

## *Implementation Requirements*

**Nature of instructional materials:**

- Program uses role plays, problem solving and individuals' reactions to case studies that parallel their own experiences. Special emphasis is placed on completing all homework assignments and writing in a journal on a weekly basis.
- Materials are designed for students/consumers to be group facilitator or co-facilitator with teacher/case manager. Facilitator will need to make handouts of the role plays used; also suggest use of an overhead projector.

**Instructional setting:** classroom or rehabilitation centers.

**Instructional grouping:** small group (optimal size = 15). If an individual loses his/her job during the course of instruction they do not have to leave the group.

**Instructional time requirements:** 19 sessions, once a week for 1 hour.

## *Instructional Materials*

Complete program (111-page, spiralbound Instructor's manual): $12.95, includes U.S. postage

Will also need to purchase Waksman Social Skills Rating Form (1983) from Pro-Ed.

# TAD: Toward Affective Development

## Developers

*Henry Dupont, Ovitta S. Gardner,*
*and David S. Brody*

## Publisher

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## Year of Publication

1974

## Target Population

Designed for students in elementary and middle grades who are in general or special education (types of disabilities not specified)

## Intended Student Outcomes

Decision-making skills
Problem-solving skills
Friendship skills
Communication skills
Job-related social skills
Skills for dealing with feelings
Skills for dealing with criticism
Skills for resolving conflicts
Awareness and understanding of others

## Implementation Requirements

**Nature of instructional materials:** structured; teacher-directed; instructional modification allowed; involves role plays, group discussions, games, and brainstorming activities

**Instructional settings:** classroom; some lessons recommended for outdoors, gym, field trips

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 191 lessons are to be used throughout school year; amount of time per session varies

**Assessment component:** indicators following each lesson permit evaluation of student progress

## Instructional Materials

Complete program: $320.00

- Teacher's manual - detailed instructions for 191 lessons
- Duplicating masters - 16 student activity sheets
- "Feeling wheels" (40) - list a range of feelings to help students identify their emotions
- Career folders - illustrate & explore 38 separate career fields
- Discussion pictures and illustrations (93)
- Listening skills audiocassette

Other purchase options:

- Teacher's manual - $34.50
- Discussion pictures - $62.50

# Taking Part: Introducing Social Skills to Children

## *Developers*

*G. Cartledge and J. Kleefeld*

## *Publisher*

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## *Year of Publication*

1991

## *Target Population*

Designed for students, with or without disabilities, in preschool through grade 3 general or special education classes

## *Intended Student Outcomes*

Conversation skills

Skills for dealing with feelings

Peer interaction skills

Skills for dealing with criticism

Skills for resolving conflicts with others

## *Implementation Requirements*

**Nature of instructional materials:**

- teacher-directed; student-directed; allows for instructional modification
- scripted stick-puppets introduce concepts and content
- teacher interjects questions to check understanding and increase involvement
- includes student activities for skill practice and maintenance

**Parental involvement:** includes parental communication and feedback

**Instructional settings:** classroom (instruction), home (skill practice)

**Instructional grouping:** small group, one-on-one

**Instructional time requirements:** 15 minutes or less per activity; daily use is suggested

**Assessment components:** includes checklist for screening and placement; skills taught correspond to those assessed by the Social Skills Rating System (SSRS)

## *Instructional Materials*

Complete program: $140.00

- Teacher manual (includes 24 blackline masters)
- 12 puppet-sticks (puppet faces on sticks)
- 630 reinforcement stickers
- 4 skills posters

Other purchase options:

- 630 reinforcement stickers: $19.00

# Teaching Behavioral Self-Control to Students

## *Developer*

*Edward A. Workman*

## *Publisher*

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758
512-451-3246

## *Year of Publication*

1982

## *Target Population*

Designed for students in elementary, middle, and secondary grades who are in general or special education

## *Intended Student Outcomes*

School-related social skills
Skills for interacting with adults
Enhanced self-esteem
Self-awareness skills
Self-management skills
Acceptance of responsibility for personal behavior
Skills for resolving conflicts

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; includes a self-instruction component

**Relationship to regular curriculum:** separate

**Instructional setting:** classroom

**Instructional grouping:** whole class, small group

**Instructional time requirements:** time for class sessions not specified; 2 hours required for self-instruction component

**Assessment component:** student self-assessment and identification of target behaviors

## *Instructional Materials*

Complete program (softbound, 120-page Teacher's guide): $19.00

# Teaching Conversation Skills to Individuals with Severe Disabilities with a Communication Book Adaptation

## Developers

*Pam Hunt, Morgen Alwell, and Lori Goetz*

## Publisher

California Research Institute
14 Tapia Drive
San Francisco, CA 94132
415-338-7847

## Year of Publication

1991

## Target Population

Designed for individuals of all ages with severe intellectual disabilities who need skills and adaptations to initiate and maintain communicative and social interactions

## Intended Student Outcomes

Increase in socially acceptable communication skills (e.g., initiating and taking turns in conversations)

Decrease in inappropriate social interaction behaviors

## Implementation Requirements

**Nature of instructional materials:** manual provides instructions for developing communication books (photographs and drawings of students' favorite topic areas placed in photograph albums or notebooks). Conversation partners (nondisabled peers, coworkers, family members, friends, care providers, or familiar persons in the community) are trained by the teacher/leader to help each student develop and practice communication skills. Manual describes instructional strategies for skill acquisition and generalization

**Goal of program:** to create a group of individuals who can support students with severe disabilities in their attempts to interact

**Instructional settings:** any setting in which conversation naturally occurs (e.g., classroom and other school settings, community settings)

**Instructional grouping:** one-on-one

**Instructional time requirements:** 4 to 5 minutes, 1 to 2 times per day

**Assessment component:** identifies skill areas to assess prior to instruction

**Training requirements:** no formal training is required

## Instructional Materials

Complete program (spiral-bound, 54-page Teacher's manual): $7.00

# Teaching Social Skills: A Practical Instructional Approach

## *Developers*

*Robert Rutherford, Jane Chipman, Samual DiGangi, and Kathryn Anderson*

## *Publisher*

Exceptional Innovations, Inc.
P.O. Box 6085
Ann Arbor, MI 48106
419-536-8560

## *Year of Publication*

1992

## *Target Population*

Students in elementary grades who are in general and special education classes, including those who are at risk

## *Intended Student Outcomes*

Saying please & thank you

Accepting consequences of behavior

Accepting responsibility for behavior

Skills for dealing with feelings

Peer interaction skills

Skills for resolving conflicts

Understanding others' feelings

Waiting one's turn

Asking questions

Successfully coping with conflict

Listening

Building a positive self attitude

Following directions

Making friends

Seeking attention appropriately

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed instruction with student-directed self-control techniques

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** approach is designed to be integrated into normal classroom instruction; direct instruction of targeted social skills will vary according to student and situation

## *Instructional Materials*

Complete program: $89.00 (looseleaf format, 350 pages, software diskette in IBM, blackline masters for student record cards)

- First section instructs teacher regarding the instructional approach
- Following chapters give specific help for implementing instructional approach with difficult students
- Software provides data base of ideas for implementing the instructional approach with students who are difficult to teach

# Teaching Social Skills to Elementary School-Age Children: A Parent's Guide

## *Developers*

*Interstate Research Associates*

## *Publisher*

NICHCY (National Information Center for Children and Youth with Disabilities)
P.O. Box 1492
Washington, DC 20013
800-999-5599

## *Year of Publication*

1989

## *Target Population*

Children in elementary grades with learning disabilities

## *Intended Student Outcomes*

Problem-solving skills

Skills for resolving conflicts with others

Friendship skills

Conversation skills

Family interaction skills

Skills for handling frustration

Ability to follow instructions

## *Implementation Requirements*

**Nature of instructional materials:** parent-directed curriculum; contains 5 chapters—3 chapters address teaching strategies, 1 chapter discusses environmental factors, 1 chapter covers positive reinforcement

**Parental involvement:** parents teach needed social skills to their children and address problem behaviors

**Instructional settings:** home, community

**Instructional grouping:** one-on-one

**Instructional time requirements:** not specified

## *Instructional Materials*

Complete program(60-page, spiralbound Parent curriculum guide): $15.00

# Think Aloud

## *Developers*

*Bonnie W. Camp and Mary Ann S. Bash*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

Small-group program: 1981
Classroom program: 1985

## *Target Population*

Designed for students in elementary grades who are in general education. May be used with students with mild to moderate behavioral/emotional disabilities

The small-group program is designed for 6- to 8-year olds who need supplemental help controlling aggression and other negative behaviors

## *Intended Student Outcomes*

Problem-solving skills

Awareness and understanding of others

Skills for dealing with feelings

Skills for handling stress

Skills for interacting with adults

Self-awareness skills

Friendship skills

Decision-making skills

Conversation skills

## *Implementation Requirements*

**Nature of instructional materials:** highly structured, sequential, scripted

**Parental involvement:** notified of program goals

**Instructional settings:** classroom; small-group program can be used outside the classroom

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** daily 30-minute sessions for 10 weeks

**Assessment component:** suggestions regarding evaluation of skill acquisition

## *Instructional Materials*

Purchase options:

- Small-group program: $49.95
  296-page teacher's guide (three-ring binder, 23 lessons)
- Grades 1-2 classroom program: $39.95
  316-page teacher's guide (papercover, 30 lessons)
- Grades 3-4 classroom program: $39.95
  286-page teacher's guide (papercover, 31 lessons)
- Grades 5-6 classroom program: $39.95
  252-page teacher's guide (papercover, 23 lessons)

Teaching materials include reproducible masters from each volume, common items found in classrooms, and some commercial materials not included with the program

# Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children and Adolescents

## *Developer*

*Ann Vernon*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1989

## *Target Population*

Designed for students in grades 1 through 12 (there are two curriculums: one for grades 1-6 and one for grades 7-12). May also be used with students with behavioral/emotional disabilities

## *Intended Student Outcomes*

Self-acceptance and self-awareness skills

Skills for dealing with feelings

Skills for responding to peer pressure

Skills for dealing with criticism

Problem-solving skills

Awareness and understanding of others

Peer interaction skills

## *Implementation Requirements*

**Nature of instructional materials:** sequential; teacher-directed; activities include group discussions, simulation games, role playing, stories, written assignments, brainstorming, and art activities

**Relationship to regular curriculum:** separate

**Instructional grouping:** whole class, small group

**Instructional time requirements:** 35 minutes per session for grades 1-6; 50 minutes per session for grades 7-12; 90 activities for each grade level

**Assessment:** no assessment component; curriculum is designed as preventative—to be used with all students

## *Instructional Materials*

Purchase options:

- 252-page, papercover teacher's manual for grades 1-6: $25.95
- 254-page, papercover teacher's manual for grades 7-12: $25.95

# Thinking It Through: Teaching a Problem-Solving Strategy for Community Living

## *Developers*

*Richard M. Foxx and Ron G. Bittle*

## *Publisher*

Research Press
Dept. N, P.O. Box 9177
Champaign, IL 61826
217-352-3273

## *Year of Publication*

1989

## *Target Population*

Designed for students in middle and secondary grades with developmental disabilities, chronic mental illness, or brain injuries, and for adolescents with emotional problems

## *Intended Student Outcomes*

Peer interaction skills

Skills for community living

Assertiveness skills

Skills for dealing with emergencies

Skills for interacting with authority figures

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification; students practice solving problems presented on problem situation cards; teacher gives feedback, coaching, and reinforcement

**Instructional settings:** classroom, community workshop, residential facility, medical facility

**Instructional grouping:** small group

**Instructional time requirements:** not specified

**Assessment components:** instruments for assessing strengths and weaknesses and evaluating generalization and maintenance of skills

## *Instructional Materials*

Purchase options:

- Teacher's guide (necessary for implementation of each curriculum): $10.95
- Individual curricula (include program forms, cue cards, problem situation cards, and scoring guidelines): $14.95 each
  1. Developmental Disabilities
  2. Chronic Mental Illness
  3. Brain Injuries
  4. Adolescents with Emotional Problems

# TIPS: Teaching Interpersonal Skills to the Mentally Handicapped

## Developer

*Dean Alexander*

## Publisher

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

## Year of Publication

1983

## Target Population

Designed for students in middle and secondary grades with mild to moderate mental, behavioral/ emotional and learning disabilities. May also be used with students with visual or hearing impairments, or younger children without disabilities

Age level: 10 to adult

## Intended Student Outcomes

Friendship skills

Skills for interacting with adults

Peer interaction skills

School-related social skills

Conversation skills

Job-related social skills

Problem-solving skills

Skills for interacting with strangers

## Implementation Requirements

**Nature of instructional materials:** teacher-directed; allows for instructional modification; the 7-part program is available in slide or video format

**Instructional methods:** discussion, role play, practice exercises and activities, and review questions in conjunction with slide presentations

**Parental involvement:** parents can assist with teaching skills to their children

**Instructional settings:** classroom, job site, home, or therapy group

**Instructional grouping:** whole class, small group, one-on-one

**Instructional time requirements:** not specified

## Instructional Materials

Complete program: $399.00

- Slide or video 7-part program
- Teacher's guide
- Assessment guide

# Total Competence System

## *Developer*

*Franklin D. Rubenstein*

## *Publisher*

Franklin Learning Systems (FLS)
20 Ketchum Street
Westport, CT 06880
800-999-0384

## *Year of Publication*

1990

## *Target Population*

Designed for adjudicated adolescents in day and residential settings, staff of the settings, and parents

## *Intended Student Outcomes*

Decrease in negative social behavior and acquisition of various social skills addressed in four courses for adolescents:

- Youth Competence Training (peer and adult interaction skills)
- Managing Your Life (decision making, goal setting, taking responsibility)
- Job Search Skills (applications, interviewing)
- On the Job Skills (keeping a job; handling difficult situations with bosses, co-workers, and customers)

Staff and parent courses teach skills for supporting, reinforcing, and modeling behaviors being taught to the youth:

- Professional Counseling and Supervision Skills (supervisory and counseling skills)
- Management and Motivation (management and staff motivation skills)
- Aftercare Seminars (strategies for aftercare workers to use to support and reinforce students' skills)
- Parent Program (modeling and support of adolescents' new skills)

## *Implementation Requirements*

**Nature of instructional materials:** flexible; instruction is adapted to characteristics and needs of adolescents, staff, and parents of each facility

**Basis of program:** the premise that social skills are learned through modeling and practice

**Instructional settings:** day and residential facilities for adjudicated youth

**Instructional grouping:** adolescents, staff, and parents are taught separately

**Instructional time requirements:** varies

**Training requirements:** program requires that Franklin Learning Systems (FLS) trainers instruct the youth, staff, and parents; FLS conducts follow-up assistance as needed

## *Instructional Materials*

Instructional tools include written materials, videos, and skill practice sessions

Because instruction is adapted to students' needs and characteristics, prices vary based upon system parts required. Call Franklin Learning Systems (FLS) for details.

# Transition

## Developers

*Henry Dupont and Christine Dupont*

## Publisher

American Guidance Service
4201 Woodland Road, P.O. Box 99
Circle Pines, MN 55014-1796
800-328-2560

## Year of Publication

1979

## Target Population

Designed for students in middle grades who are in general or special education with mild emotional disabilities or hearing impairments

Age level: 12-15 years

## Intended Student Outcomes

Problem-solving skills

Decision-making skills

Enhanced self-esteem

Conversation skills

Skills for dealing with feelings

Peer interaction skills

Skills for resolving conflicts with others

## Implementation Requirements

**Nature of instructional materials:** teacher-directed; allows for instructional modification; program is separated into five units:
(a) communication and problem-solving;
(b) encouraging openness and trust; (c) verbal and nonverbal communication of feelings; (d) needs, goals, and expectations; and (e) increasing awareness of values

**Instructional grouping:** whole class, small group

**Instructional time requirements:** activities range from 20-45 minutes

## Instructional Materials

Complete program: $320.00

- Teacher's manuals (5) - one for each unit
- Audiocassettes (6) - stories to capture students' attention & stimulate discussion
- Duplicating Masters - scripts to act out, stories to discuss, and cartoons to prompt writing
- Script booklets (8) - one for each recorded story
- Full color posters (88) - introduce activities
- Illustrations (28) - depict expressions, postures, and gestures
- Discussion cards - encourage dialogue
- "Feeling Word" cards (48)
- Chart - outlines steps in interviewing

# TRIBES: A Process for Social Development and Cooperative Learning

## *Developer*

*Jeanne Gibbs*

## *Publisher*

Center Source Publications
305 Tesconi Circle
Santa Rosa, CA 95401
707-577-8233

## *Year of Publication*

1987

## *Target Population*

Tribes has been used successfully in self-contained, resource, and mainstreamed settings across all age and grade levels from kindergarten through adult.

## *Intended Student Outcomes*

Emphasizes the development of six social skills: sharing, respecting, empathizing, participating, reflecting, and listening. Students participate in supportive classroom peer groups, improve self-image, act more responsibly, and increase academic achievement.

## *Implementation Requirements*

**Nature of instructional materials:** Three essential components: the use of cooperative learning techniques; adherence to group and classroom rules; and developing a sense of community in the classroom. Uses a group development process with activities that allow children to express their feelings and opinions, to feel included in the group and responsible to one another

**Instructional grouping:** whole class

**Instructional time requirements:** integrated into curriculum with community circle requiring a minimum of 30 minutes daily

**Training requirement:** training is considered necessary for effective implementation

## *Instructional Materials*

Soft-bound, 248 page manual, containing 100 activities and program information: $19.95

Training Options: (1) on-site (3-eight hour days) $200 per teacher, plus travel and per diem for trainer; (2) teacher training (24 hours) at locations across the country, $450 per participant plus transportation, per diem, lodging; (3) Training-of-Trainers (34 hours), $650 plus travel, four days of lodging, and per diem.

# The Waksman Social Skills Curriculum: An Assertive Behavior Program for Adolescents

## *Developers*

*Steven Waksman, Cooki L. Messmer, and Deborah D. Waksman*

## *Publisher*

Pro-Ed Publishers
8700 Shoal Creek Blvd.
Austin, TX 78758-6897
512-451-3246

## *Year of Publication*

1979 (Revised 1985 and 1988)

## *Target Population*

Designed for adolescents without or with disabilities (especially behavior/emotional disabilities and attention deficit disorder with hyperactivity)

## *Intended Student Outcomes*

Assertiveness skills
Skills for expressing feelings
Skills for dealing with criticism
Problem-solving skills
Peer interaction skills
Skills for interacting with adults
Skills for handling stress

## *Implementation Requirements*

**Nature of instructional materials:** teacher-directed, includes specific practice activities and homework assignments

**Parental involvement:** parents receive notification of program goals; they sign a form giving their child permission to participate in the program

**Instructional grouping:** whole class, divided into small groups of 6 to 9; one-on-one

**Instructional time requirements:** 45-60 minutes, twice per week for 9 weeks

**Assessment component:** student screening information provided

## *Instructional Materials*

Complete program (teacher's manual plus 5 student workbooks): $59.00

Other purchase options:

- Teacher's manual: $34.00
- 5 student workbooks: $27.00

# Work Behavior Training Kit

## Developers

*Patricia Cox and William Rowe*

## Publisher

EBSCO Curriculum Materials
P.O. Box 1943
Birmingham, AL 35201
800-633-8623

## Year of Publication

1990

## Target Population

Designed for students in grades 9 through 12 with special needs, including students for whom English is a second language and those in transition programs

## Intended Student Outcomes

Job-related social skills

Skills for interacting with authority figures

Peer interaction skills

## Implementation Requirements

**Nature of instructional materials:** teacher-directed. Allows for instructional modification: lessons can be taught sequentially or tailored to individual student needs. Academic orientation: emphasizes key vocabulary to define. Arranges 34 behavioral objectives into 3 domains: social (9 objectives), work-related (11 objectives), job-specific (14 objectives). Typical session: teacher uses instructional activity card as guide to introducing and discussing key vocabulary and social skills poster; students then discuss and role play situations illustrated in the poster; various activities (suggested on the instructional activity card) and worksheets provide reinforcement of learned skills

**Instructional grouping:** whole class, small group

**Instructional time requirements:** not specified

**Assessment components:** assessment folders for rating students on employment-related behaviors (for placement and for evaluating skill acquisition); twice per week behavioral assessment is recommended; includes pre- and post-tests

## Instructional Materials

Complete program: $240.00

- 2-page teacher's manual
- 50 assessment folders
- 34 instructional activity cards (contain teacher instructions for each lesson)
- 34 corresponding social skills posters (portray appropriate vs. inappropriate behavior scenarios)
- 15 reproducible worksheets

## Working I: Attitudes and Habits for Getting and Holding a Job

### *Developers*

*Cindy Chandler, Bob Ginther, and Phillip Mountrose*

### *Publisher*

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

### *Year of Publication*

1986

### *Target Population*

Designed for adolescents with mental and learning disabilities

### *Intended Student Outcomes*

Job-related social skills

Peer interaction skills

Skills for dealing with criticism

### *Implementation Requirements*

**Nature of instructional materials:** teacher-directed; allows for instructional modification; lessons presented in story form

**Instructional grouping:** whole class, small group

**Instructional time requirements:** not specified

**Assessment components:** student screening and evaluation materials

### *Instructional Materials*

Complete program (teacher's guide & 8 videotapes): $399

1. Look Good, Feel Good—Grooming for Men
2. Look Good, Feel Good—Grooming for Women
3. Being on Time
4. Being Positive
5. Working Together
6. Keeping Your Job
7. Understanding Directions
8. The Quality Worker

# Working II: Interpersonal Skills Assessment and Training for Job Tenure

## *Developers*

*Gilbert Foss and Debra A. Vilhauer*

## *Publisher*

James Stanfield Publishing Company
P.O. Box 41058
Santa Barbara, CA 93140
800-421-6534

## *Year of Publication*

1986 (Revised 1988)

## *Target Population*

Designed for adolescents and adults with learning, mental, and behavioral/emotional disabilities

## *Intended Student Outcomes*

Job-related social skills

Effective interaction skills for coworkers/supervisors

Skills for dealing with criticism

Problem-solving skills

Skills for resolving conflicts with others

## *Implementation Requirements*

**Nature of instructional materials:** scripted; teacher-directed; allows for instructional modification. Uses modeling (i.e., video vignettes), discussion, role plays, and homework

**Instructional settings:** classroom, job site, rehabilitation facility

**Instructional grouping:** small group

**Instructional time requirements:** not specified

**Assessment component:** Test of Interpersonal Competence for Employment—TICE (61-item test for initial screening and later evaluation of progress)

## *Instructional Materials*

Complete program: $399.00

- teacher's guide (includes overview of the program and 24 scripted lessons)
- TICE assessment instrument
- two 30-minute videos
  1. Interactions with the Supervisor (presents vignettes for 12 lessons)
  2. Interactions with Co-Workers (presents vignettes for 12 lessons)

# Appendix B

# Introduction

## Program Summaries for Eight Selected Social Skills Instructional Programs

On the following pages we provide summaries of eight social skills programs we studied in-depth. These programs were not selected as the "best" or "only" programs, but rather because they represent:

- both skill-based and cognitive/strategy-based programs;
- preschool, elementary, middle/junior high, and senior high/postsecondary programs; and
- the variation in program complexity among available social skills programs.

The summaries reflect our review of program materials; observation of the programs being used in school and nonschool settings across the U.S.; interviews and discussions with educational practitioners, students, caregivers, and school volunteers involved with the programs; and interviews with each program's developer.

Under each entry's first heading, **Target Population,** we list the student populations for which the materials were designed. Some programs were designed specifically for students with particular disabilities. Though many developers did not design their programs for students with disabilities, you will likely find that many of these programs can be adapted for your students with special needs. (Many programs can also be adapted for age groups and settings other than those specified by the developers.)

We list the types of skills the program addresses under **Intended Student Outcomes.** Under **Program Description** we explain each program component. Characteristics and features related to planning, training, time requirements, and instructional groupings are listed under **Implementation Requirements.** In addition, and to the extent the information was available, we describe instructional and assessment strategies included in the programs. Finally, under **Sources of Additional Information** we provide the name, address, and phone number of the program's publisher and developer. Cost information for each program is contained in the one-page annotations in Appendix A.

| Social Skills Program | Page # | Preschool | Elementary | Middle/ Junior High | Senior/Post secondary |
|---|---|---|---|---|---|
| Adolescent Curriculum for Communication and Effective Social Skills (ACCESS) | 1 | | | ▲ | |
| Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities | 4 | | | | ▲ |
| Life Centered Career Education | 10 | | | | ▲ |
| My Friends & Me | 14 | ▲ | | | |
| Play Time/Social Time | 19 | ▲ | | | |
| The Prepare Curriculum | 23 | | | ▲ | |
| Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills | 27 | | ▲ | | |
| TRIBES: A New Way of Learning Together | 31 | | ▲ | | |

**Program Summary**

# Adolescent Curriculum for Communication and Effective Social Skills (ACCESS)

**Developers: Hill M. Walker, Bonnie Todis, Deborah Holmes, and Gary Horton**
**Year of Publication: 1988**

The **Adolescent Curriculum for Communication and Effective Social Skills (ACCESS)** incorporates direct instruction with a problem-solving approach. The curriculum uses a combination of cognitive and behavioral methods of instruction to teach mastery of 31 skills in three areas: peer-related social skills, adult-related social skills, and self-related social skills. The three curricular components are: (1) the teacher's manual, (2) the student study guide, and (3) the situational role play cards.

An overview of **ACCESS** follows and contains implementation information gathered during visits to two sites where the program has been used.

## *Target Population*

**ACCESS** was designed to improve the social competence of middle and high school students with mild and moderate disabilities. The manual states that students should have the following characteristics: (a) a fourth or fifth grade reading level, (b) ability to benefit from participation in situational role plays and behavioral rehearsal procedures, (c) rudimentary language skills, and (d) a behavioral repertoire that allows for satisfactory academic engagement (attending, ability to follow directions, listening skills). These requirements may exclude some students with moderate disabilities and make it inappropriate for use with students who have severe disabilities.

## *Intended Student Outcomes*

The **ACCESS** program helps students to become aware of the subtle features of complex social skills by teaching them to analyze social situations in order to respond appropriately and to evaluate the social outcomes of their behavior. **ACCESS** is intended to aid students in the successful transition to postschool environments in addition to meeting the behavioral demands of mainstream or general education settings. Furthermore, the **ACCESS** program is designed to develop skills for social relationships with peers and adults and increase self-awareness and self-esteem.

## *Program Description*

**ACCESS** is a skills-based program with 31 social skills in three areas: peer-related, adult-related, and self-related. The 31 social skills to be taught in the curriculum include:

Triple A strategy (see definition that follows)
Listening
Greeting other people
Joining in with others
Having conversations
Borrowing
Offering assistance
Complimenting
Showing a sense of humor
Keeping friends

Interacting with the opposite sex
Negotiating with others
Being left out
Handling pressure from peers
Expressing anger
Coping with aggression
Getting an adult's attention
Disagreeing with adults
Responding to requests by parents, teachers, and employers
Doing quality work
Working independently
Developing good work habits
Following classroom rules
Developing good study habits
Taking pride in your appearance
Being organized
Using self-control
Doing what you agree to do
Accepting the consequences of your actions
Coping with being upset or depressed
Feeling good about yourself.

The first skill taught in the curriculum, the Triple A Strategy, is a problem solving strategy that refers to the sequence of Assess, Amend, and Act. This strategy teaches students to read a situation (assess), and be sensitive to the demands of the setting and circumstance in order to match (amend) their behavior to the environmental demands before acting. The Triple A strategy is considered a key component of the curriculum and is to be used throughout the program to analyze role-play situations.

Another important component of the **ACCESS** program is the critical skills feature. This feature refers to the analysis of each social skill into three to six essential parts. For example, the skill of listening includes the following critical components:

Maintain eye contact.
Let others do most of the talking.
Pay attention.
Avoid interruptions.

The **ACCESS** program materials include a 137-page spiral bound teacher's manual with the placement test and situational role-play cards. The student study guide is a separate workbook and includes the homework contracts.

### *Instructional Strategies*

**ACCESS** is primarily taught through direct instruction procedures and the teacher takes a fairly traditional role. The teacher's manual provides scripted lesson plans to follow. Each skill lesson takes approximately 45 minutes. The basic 10 step direct instruction procedure for teaching **ACCESS** is as follows:

1. Review previously taught skill.
2. Introduction of new skill.
3. Negative skill example (nonexample). The teacher shows the students how not to perform the skill. It is important to follow this with an explanation of why the example is wrong.
4. Positive skill example; the correct way to perform the skill.
5. Identification of critical skill features.
6. Central message. The teacher gives an explanation of the skill, including why it is important for the students to learn the skill by relating it to the students' experiences. The central message is a summary statement generated by the teacher.
7. Discrimination practice. This involves determining the presence or absence of critical skill features in the different role plays, both positive and negative. This practice is important for the students to understand what not to do and what to do. With praise for appropriate behavior and consequences for negative behavior more behavior change should result.
8. Situational role play. The teacher assigns role plays to students for practicing the new skill in assigned situations. Students present the role play to their class.
9. Application discussion. At this step the teacher leads the class through a scripted discussion

that lays the groundwork for applying the skill in other, more natural settings.

10. Student contract. This is the homework component of the program. The student is required to state how he/she will use the skill outside of class and report back to the class on his/her use of the skill. Both the teacher and the student sign the contract.

Students have a study guide that contains the skills, the critical skill features, and some examples of role plays of the skills. Students use these study books to follow along with the teacher as he/she is presenting each skill. Visited teachers reported that the role plays had more meaning to students when they personalized it to include their real life experiences and names rather than using the examples in the study guide.

### *Other Program Components*

The **ACCESS** program also contains a placement test with accompanying normative data; homework assignments to build in mastery of skills application; and behavior management procedures for use in teaching the curriculum.

The **ACCESS** placement test was developed by turning each social skill, with the exception of the Triple A Strategy, in the curriculum into a test item. The teacher is required to rate the student on a Likert scale. Four scores are available: a total score, a peer-related skill score, an adult-related skill score, and a self-related skill score. Low scores suggest weak social skills. Norms were developed by having a sample of general education secondary teachers in four states rate 196 students. No special education students were included in the normative sample.

### *Program Evaluation and Effectiveness*

The placement test provided in the teacher's manual for assessing what skills students need may be used to assess student progress after instruction. Thus, pre- and post-test measures can be obtained.

The field testing of **ACCESS** asked for opinions about effectiveness and general satisfaction with the curriculum. No objective data on student's social skills were collected. While most feedback on the curriculum was favorable, teachers did note that it was difficult to get students to follow through with homework. Teachers at visited sites confirmed this finding and did not use the homework component of the program.

### *Implementation Requirements*

The **ACCESS** program was designed to require no special training. Since teachers do not get training for every new curriculum in other subject areas the authors felt that no special training should be required for a social skills curriculum. The teacher will need to study the manual before using **ACCESS**. However, since lessons are scripted it would appear that minimal planning and preparation is required.

## *Sources of Additional Information*

Additional information about **ACCESS**, including sites that have implemented the program and are willing to share their experiences may be obtained by contacting:

Dr. Hill Walker
Dept. of Special Educ.
3230 Fillmore Street
Eugene, OR 97403

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758-6897

### *References*

Walker, H. M., Todis, B., Holmes, D., & Horton, G. (1988). *The Walker Social Skills Curriculum: The ACCESS Program*. Texas: Pro-Ed.

**Program Summary**

# Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities

**Developers: Don Jackson, Nancy Jackson, Marcia Bennett, Darden Bynum, and Ellen Faryna**
**Year of Publication: 1991**

**Learning to Get Along (Learning)** is a skills-based program that contains a structured self-training Program Guide that describes how to implement the program's techniques and teaching strategies, and a Group Training Manual that presents a social skills curriculum consisting of 21 skills and the instructional strategies implementors can use to teach those skills. A team-teaching approach for self-training and implementation is suggested.

An overview of **Learning** follows, including information that was gathered during visits to two sites that have implemented the program.

## *Target Population*

**Learning** was designed primarily for use with adolescents and adults with mild to moderate developmental disabilities; however, the five core teaching strategies and other instructional techniques can be adapted for individuals with more severe handicaps. We observed the use of **Learning** with individuals aged 18-55 with developmental disabilities (mild to severe). At a private day treatment center for adults with developmental disabilities, **Learning** was used with some individuals who had few or no language skills. With these individuals, the instructors relied on body/face language, receptive language, and sign language abilities to communicate. For example, when an instructor asked an individual who was nonverbal to role play with him/her, the individual would nod yes or no. If the individual chose to role play, the instructor would encourage the person to maintain eye contact as a means of listening and participating.

## *Intended Student Outcomes*

The Intended Student Outcomes of this program are acquisition of 21 adult and peer interaction skills. The 21 social skills addressed are:

1. Show a good attitude
2. Have a calm body and voice
3. Listen carefully
4. Follow directions
5. Greet someone
6. Introduce yourself
7. Give positive feedback
8. Accept positive feedback
9. Interrupt the right way
10. Join in
11. Ignore
12. Accept no as an answer
13. Ask, don't tell
14. Solve problems
15. Accept consequences
16. Take responsibility
17. Say no to stay out of trouble

18. Handle name-calling and teasing
19. Share
20. Compromise
21. Ask for clearer directions

## *Program Description*

The **Learning** materials consist of a 180-page, soft-cover Program Guide and the 162-page spiral-bound Group Training Manual.

### *Program Guide*

The Guide is divided into two parts. Part I provides information on the origins of the program and how to implement it. Part II of the Guide contains the 44 self-training activities that help implementors master the program methods, especially *the five core teaching strategies.* These strategies *are considered by the developers to be the most essential and useful aspect of the program.* Teachers are directed to read the Guide and complete the self-training activities before reading and implementing the activities in the Group Training Manual.

The five core teaching strategies are:

(1) *Positive Feedback* - the first reinforcement strategy; must contain a positive message, be specific, immediate, and true.

(2) *Ignore-Attend-Praise* - the second reinforcement strategy; directs the instructor's attention during group situations (in which one or more students are displaying undesirable behavior) to persons displaying the desired behavior and praising them. This provides a cue to others to begin behaving in the desired way. Once the desired behavior occurs, it is reinforced with Positive Feedback.

(3) *Teaching Interaction* - a positive intervention strategy; involves interrupting an inappropriate behavior in a positive way, asking the student to suggest a positive opposite behavior (or modeling or verbalizing it if the person can't), and having the person practice the positive opposite behavior.

(4) *Direct Prompt* - a correction strategy; involves using a calm voice and eye contact to make a quick, brief statement that tells the student exactly what the desired behavior is, waiting for the appropriate behavior, and praising the individual.

(5) *Sit and Watch* - a correction strategy; involves removing an individual from a situation in which undesirable behavior is occurring by calmly directing them to a chair or similar position on the periphery of the group. The person must sit quietly and watch how the group members engage in appropriate behavior and are praised for it. After two minutes, the instructor asks him/her to name the inappropriate behavior and the desired behavior. Once the individual has rejoined the group, the instructor watches for and praises appropriate behavior.

According to the program's first author, the idea behind the teaching strategies is to "teach to the positive opposite" rather than to suppress a negative behavior (D. Jackson, Personal interview, 4 October 1991). For example, if a student has a tendency to make requests in a demanding, bossy tone, a positive opposite behavior would be to politely ask for something rather than demand it. *The teaching strategies are considered essential and should be used at all times.* They are organized in a hierarchy ranging from strategies that require minimal teacher involvement (e.g., positive feedback) to strategies that are more teacher-directed (e.g., sit and watch—similar to "time out"). Teachers must decide which strategy will maximize the teaching opportunity at hand. Making such decisions typically becomes second nature after practice. The five core teaching strategies are to be used for incidental teaching throughout the day. However, heavy use of the correction strategies (Direct Prompt and Sit and Watch) probably indicates a need to review group procedures.

Two additional strategies are also included in the program. *Planned Teaching* consists of skill practice sessions that occur at a neutral time (i.e., in the absence of inappropriate behavior). You identify skills to be practiced (by one student or small group) based on problems that have occurred and anticipation of others that might occur in order to prevent future problems. *Extended Teaching* is a means to prevent and redirect out-of-control behavior. It consists of a prevention phase based on Planned Teaching and a crisis intervention phase that uses a Teaching Interaction and environmental structuring to create a nonphysical constructive way of intervening with a volatile student.

### Group Training Manual

The Group Training Manual provides detailed instructions for planning and conducting structured skills instruction with groups of 6 to 10 individuals. Part I of the Manual provides implementors with "Preliminaries": (a) components of the group training session, (b) the skill lesson, (c) preparations for group training, (d) a simulated group training experience, and (e) answers to common questions. Part II of the Manual outlines each of the 21 core social skills that are taught through the group training sessions.

*Skill Lessons.* The skill lesson is the core of the group training session. The skill lessons are arranged in a hierarchy of difficulty, with less difficult skills being prerequisite to more advanced ones. Each skill lesson follows a structured format. Suggested dialogue is provided for each skill lesson but should not be considered a script; rather, the dialogue should be used as a guideline for things to say. The skill lesson wording is designed to cut across functional levels and age groups. The content of each session should be tailored to address the needs of your students. Throughout the session the instructors' responses should be guided by the teaching strategies described in the Program Guide. *Although the skill lesson provides important instruction, it is always secondary to the incidental teaching opportunities* that occur as the students act and react during the presentation of the lesson.

The five parts to each skill lesson are:

- Skill Description - The new skill and it's components are introduced.
- Demonstration - Instructors role-play an appropriate example, participants are asked to name the skill components, instructors role-play an inappropriate example, participants are asked to name the skill components that were missing.
- Practice - Participants are asked to role-play and to give positive feedback to each role player.
- Rationales - Participants are asked to describe reasons for using the new skill.
- Reality Check (the point at which potential problems are discussed) - Instructors role-play a situation when the use of a new skill does not elicit the hoped-for response; participants generate ideas for what to do when the hoped-for response is not given.

## Implementation Requirements

### Planning

The Training Manual addresses the following preparations:

recruiting and training instructors,

selecting participants,

deciding which skills to teach,

determining each participant's target behaviors,

enlisting support from others.

The Group Training Manual has a section on "Preparing for Each Session" with information on selecting and practicing role-plays, choosing activities, and evaluation. A "Group Preparation Worksheet" is also provided to assist with session planning.

Implementors are encouraged to give careful thought to scheduling of the group sessions—how long, how often, and at what time the group should meet. Based on the needs and abilities of the students, teachers can determine which skill lessons to teach and the order in which to teach them. The skill lessons can be tailored to directly relate to students' lives without altering the essence of the skills. For example, several instructors at one site developed skill lessons related to sexuality and dating: how to ask someone for a date, how to say no to unwanted physical advances. Additionally, it is suggested that implementors familiarize themselves with the role-play options provided in order to make modifications to fit specific students.

### *Time Requirements*

A typical group (6-10 students) training session lasts two hours. According to the authors, **an instructor can adjust the length of the group training sessions (i.e., it doesn't have to last two complete and consecutive hours; some components may be revised or deleted)**. A complete two-hour session follows a prescribed sequence of seven components:

**Conversation time and homework completion** (15 minutes). For participants who arrive with completed homework, this is unstructured time for talk or games (and social skills practice). Others can use the time to practice skills and do their homework.

**Relaxation training** (15 minutes). Relaxation techniques are taught in a progressive sequence. The techniques begin with specific muscle relaxation, progress to deep breathing, and end with guided imagery. (Research has not been conducted to examine what impact this activity has on the program. The developers believe that relaxation may help individuals be more receptive to learning and engaging in group activities.)

**Skill lesson** (25 minutes). A new skill is introduced in a structured format (described earlier). The lesson includes demonstration by instructors and role-play opportunities for students. The length of a skill lesson will vary depending on the amount of role playing that is done. *The authors suggest keeping all the components of the skill lesson intact.*

**Refreshment time** (20 minutes). Refreshments provide an informal setting for practicing and reinforcing new skills and are a privilege for students contingent on participating with the group and showing competence in the new skill. Students who have not earned refreshments continue to practice the new skill and join refreshment time in progress.

**Activity** (25 minutes). Games, art projects, etc. are conducted to provide opportunities to practice the new skill as well as previously learned skills such as compromising, sharing, and problem solving. Activities are included for each skill.

**Home notes** (15 minutes). The group completes these together to review progress toward the session's objectives and each participant's individual target behaviors. Participants receive feedback from the group members and the teacher.

**New homework** (5 minutes). The homework to be completed prior to the next session is explained.

If alterations to the group training session must be made, the authors suggest de-emphasizing the importance of homework, reducing time allotted for activities other than the skill lesson, and combining activities. For example, the relaxation training and/or refreshment time can be omitted, or the activity and refreshment time can be combined. In a visited day treatment center, two hour sessions were held. In a visited sheltered workshop that was piloting the use of **Learning**, we observed one hour sessions that were held with the exclusion of refreshment time, relaxation training, and the homework activities. *If shorter group sessions are held, implementors should build in incidental teaching during other events and activities.*

Meeting twice a week ensures some intensity and may help improve recall and skill retention. The developers suggest holding weekly group meetings at minimum; longer time lapses between sessions may impede the learning process. The day treatment center we visited held sessions on a daily basis; the sheltered workshop had a once a week session schedule.

Teachers must decide on the frequency of instruction based on student needs. For lower functioning students, the number of sessions may be limited to 10 or 12, with ample opportunity for skill review built in. Other students may benefit from more sessions and more teaching episodes. At the day treatment center we visited, some instructors had gone beyond the program's 21 skill lessons and had addressed sexual issues. (The lesson format remained the same.)

The developers suggest incorporating a review session after every four or five skill lessons to reinforce past learning. Review sessions allow an implementor to assess the participants' competence in using the skills already taught before moving on to new skills.

### *Team-teaching*

Team-teaching is strongly recommended but it is only required if students' exhibit severe disruptive behaviors. Implementing the program without a co-instructor requires good skills in group process (Jackson, 1991). The main advantage of coteaching is in the division of labor. One person is the lead instructor, conducting the skill lesson and setting up the role plays. The other person is the backup instructor, primarily using the core teaching strategies for incidental teachings (especially for a group with a lot of behavior problems), helping to present new skills, and contributing comments and information as necessary.

With only one instructor, you must keep in mind the above two functions (most people focus on being the lead instructor and forget about the need to do incidental teaching). "Because behavior is situation specific and often resists generalization, incidental teaching of social skills within natural environments is critical. Learning is enhanced when all interactions are seen as opportunities for people to improve their social behavior and to receive support and positive consequences for doing so" (Jackson, et al., Program Guide, 1991, p.15).

### *Training*

The manual strongly suggests that a program user study and work through the Program Guide with at least one other potential program user. (The activities are designed for two or more individuals.) The Guide provides a Program Training Checksheet for the 44 self-training activities and an estimated time needed to complete each of the activities. The self-training will require up to 21 hours to complete. Additionally, the Group Training Manual contains a chapter that provides implementors with a simulated group training experience. This exercise allows implementors practice at identifying target behaviors and using the teaching strategies. The simulation is to be conducted with colleagues, friends, or others who will role play the part of the participants. The appendices of the Group Training Manual provide supplemental training materials.

*Formal training* is available approximately twice each year in Reno, NV, through the Sierra Regional Center. Currently, there is no fee for this training. Trainees are responsible for purchasing the **Learning** program materials and providing their transportation. Nearly all of the trainees have been from the Reno area or other cities within a few hours drive.

The program developers conduct the training sessions with the assistance of nine experienced staff members. Training is held from 9:30 a.m. - 2:30 p.m. for four days and is limited to a total of 24 participants. A schedule of training can be obtained from Dr. D. Jackson. The program developers are also available to conduct on-site training. The cost for on-site training is negotiated by the developers and the requestor(s).

The training sessions combine lecture, discussion, and demonstration in large and small groups. Participants learn to identify positive opposites for problem behaviors, strategies for introducing and teaching new social skills, and how to intervene in a productive, proactive manner when interaction problems occur.

Participants are divided into four small groups which gather at least once daily for role playing and problem-solving sessions. Each small group is led by a trained instructor who is assisted by a "confederate." The instructor and confederate conduct demonstrations and lead discussions. The small group work provides participants an opportunity for individualized instruction and numerous practice sessions using the teaching strategies in order to obtain a basic level of comfort with each teaching strategy before implementing the **Learning** program.

### Program evaluation

The Group Training Manual provides information on two types of evaluations that implementors can use to determine what their students are learning and whether they are using the new skills outside of the group setting: *process assessments* and *outcome measures.* Process assessments provide information to implementors about their instruction and whether their teaching methods need modification to enhance student learning. Outcome measures are conducted after all the social skills training sessions are completed to determine whether or not the training goals have been achieved. Additionally, the Manual provides a 25 question Consumer Satisfaction Survey that can be completed (pre and post training) by numerous individuals who have contact with the student as well as by the students themselves. Survey respondents are asked to indicate their satisfaction with the extent to which the student shows, or does not show, each of the 25 listed behaviors, on a 7-point scale. The survey may be used as a pre-post measure to assess skill improvement.

According to the program developers, if implementors find themselves constantly using correction strategies during training, something is not going right. Should this situation occur, implementors are advised to conduct a self-assessment by using the flow chart (on page 93) for teaching strategies and other methods provided in the Program Guide. Effective implementation of the program should result in a positive atmosphere in which approximately correct social skills are reinforced and built upon.

## Sources of Additional Information

Additional information about **Learning to Get Along**, including the location of sites that have implemented the program and are willing to share their experience, may be obtained by contacting:

Donald A. Jackson
Sierra Developmental Center
605 S. 21st Street
Sparks, NV 89431
(702) 359-6100

Gail Salyards
Research Press
2612 North Mattis Ave.
Champaign, IL 61821
(217) 352-3273
(217) 352-1221 FAX

## References

Jackson, D.A. (1991), developer interview held October 4 at Research Triangle Park, Center for Research in Education, Durham, NC.

Jackson, D.A., Jackson, N.F., Bennett, M.L., Bynum, D.M., & Faryna, E. (1991). *Learning to get along: Social effectiveness training for people with developmental disabilities.* Research Press: Champaign, IL.

**Program Summary**

# Life Centered Career Education

**Developer: Donn Brolin**
**Year of Publication: 1993**

The **Life Centered Career Education (LCCE)** curriculum was developed to provide educators with a framework for building a comprehensive and systematic program of career development for students with disabilities in grades 7-12. Twenty two student competencies and 97 subcompetencies are organized into three categories:

Daily Living Skills,
Personal-Social Skills, and
Occupational Guidance and Preparation.

The program materials include instructional units for each competency and its subcompetencies. Following is an overview of the **LCCE** curriculum. Implementation information obtained during visits to three sites that have used the **LCCE** is included.

## *Target Population*

The **LCCE** was specifically designed for students with mental and learning disabilities. However, the **LCCE** concepts and basic framework are appropriate for all students, not just those with disabilities. The **LCCE** curriculum is considered by the developer also to be appropriate for students considered to be at-risk for dropping out of school and for students who are adjudicated.

## *Intended Student Outcomes*

The **LCCE** curriculum was designed to prepare students with disabilities for a successful transition from school to work and community living. Students are expected to develop the following 22 competencies:

### *Daily Living Skills*

Managing personal finances
Selecting and managing a household
Caring for personal needs
Raising children and meeting marriage responsibilities
Buying, preparing, and consuming food
Buying and caring for clothing
Using recreational facilities and leisure time
Getting around the community

### *Personal-Social Skills*

Achieving self-awareness
Acquiring self-confidence
Achieving socially responsible behavior
Maintaining good interpersonal skills
Achieving independence
Achieving problem-solving skills
Exhibiting responsible citizenship
Communicating with others

### *Occupational Guidance and Preparation*

Knowing and exploring occupational possibilities
Selecting and planning occupational choice(s)
Exhibiting appropriate work habits and behaviors
Seeking, securing, and maintaining employment
Exhibiting sufficient physical-manual skills
Obtaining a specific occupational skill

## *Program Description*

The **LCCE** program contains the following components: training materials, including a trainer's manual, videotapes, and participant activity book; curriculum guide; instructional units; assessment batteries; and instructional activity books. A description of each component follows.

*Training Package* - The **LCCE** training package includes:

Ten videotapes (approximately 10 hours of total video) that provide presentations, discussions, and classroom demonstrations of **LCCE** components and related topics. Topics covered include assessing functional skills; teaching daily living skills, personal social skills, and occupational skills; selection, modification, and development of instructional materials; involving parents, business, and industry in functional curriculum; interagency collaboration; curriculum modification; and individualized transition planning and implementation.

A Trainer's Manual that provides directions for delivering about 30 hours of inservice training designed around the video presentations is contained in a 90-page loose-leaf binder.

The Professional Development Activity Book designed for use by training participants. The 450-page loose-leaf binder is organized to accompany the training and videotape components.

*LCCE: A Competency Based Approach* - This 179-page paperback guide contains the **LCCE** curriculum and the supporting program components necessary for full implementation including the Competency Rating Scale (CRS) and Individualized Education Program (IEP) forms. The guide provides a framework for building a comprehensive and systematic program of career development. The program can be infused into academic subjects and/or provided as separate units (Brolin, 1993). Each competency unit contains three sections: (a) objectives, (b) activities/strategies, and (c) adults/peers who may be able to assist teachers and counselors in providing students with experiences to develop and demonstrate each competency. An attempt has been made to arrange the objectives in a logical order, although they can be arranged to accommodate the instructor's evaluation of student needs, to fit a class, or to correspond to the availability of resources. The suggested activities and strategies provided for each competency and subcompetency are not arranged in a prescribed sequence, although some consideration has been given to sequencing them according to difficulty levels. Teachers are expected to be flexible and add activities according to the characteristics of their students and the available resources.

The supporting program components included in *LCCE: A Competency Based Approach* are:

Competency Rating Scale (CRS) - The CRS is used to determine what competencies and subcompetencies have been acquired by each student. The CRS can be used to assess pre- and post-instruction competence.

Individualized Education Program (IEP) Form - The form is designed to meet federal requirements for specifying student goals and objectives relative to the **LCCE** curriculum.

*Curriculum and Assessment Package* - The **LCCE** curriculum and assessment package includes:

*Instructional Units* - Instructional units have been developed for each subcompetency and contain lesson plans that include estimates of the number of sessions needed to complete the lesson. Instructors are encouraged to expand the number of lessons as needed to meet their students' needs. Also specified are the number and type of outside speakers needed, if any; suggested field trips; necessary instructional materials; number of home activities provided, if any; and number of student worksheets or handouts provided. The individual lessons are designed for use in a resource or self-contained classroom, although the activities can be integrated into the general education curriculum. The activities provided in the lesson plans should be considered examples of ways a concept may be taught. Lesson plan evaluations also are provided and include written, oral, individual, and group activities. When possible, lesson plan evaluations are based upon how well students can apply their knowledge to real-life situations.

The instructional units have been compiled according to the three skill categories and can be purchased separately for each domain (*LCCE: Daily Living Skills, LCCE: Personal-Social Skills, LCCE: Occupational Guidance & Preparation*) or can be purchased as a set along with the assessment batteries.

*LCCE Assessment Batteries* - The batteries are curriculum-based assessment instruments designed to measure the career education knowledge and skills of students. Although the batteries target students with mild mental and specific learning disabilities at the secondary level (grades 7-12), they can provide a framework for assessing the knowledge and skills of elementary-level students and students with other types of disabilities (Brolin, 1989, p. 134).

The *Knowledge Battery* is a 200-item multiple choice standardized, criterion-referenced instrument that assesses students' ability to use knowledge to perform a skill. The test battery package includes the Administration Manual and Technical Report and 10 student test packets (Forms A & B); additional packages of 10 tests may be purchased.

The *Performance Battery* is a nonstandardized, criterion-referenced instrument covering 21 of the 22 competencies (competency 22—obtaining a specific occupation skill—is not assessed). A worksheet approach to ascertaining competency mastery is used in 14 of the 21 competency tests while the other competencies are assessed via actual performance activities. Each test can be given in one class period.

*LCCE Activity Books One and Two* - These soft-cover books provide planned activities to be used with elementary and middle school students. The materials can be used to help students practice academic skills within functional contexts. The activities correspond to the subcompetencies included in the 1983 version (Second Edition) of **LCCE** which were reduced from 102 to 97 in the 1989 version (Third Edition).

## *Implementation Requirements*

### *Planning*

The **LCCE** Trainer's Manual provides a detailed description of recommended planning activities to be followed and personnel responsibilities in preparing to implement the **LCCE** Program. Two years are recommended in the manual for implementation planning and staff development.

### *Staffing*

The designation of an **LCCE** coordinator is recommended. The **LCCE** coordinator could be a full-time role or could be added to responsibilities of an existing staff person. The curriculum materials also recommend that, in addition to (or perhaps in lieu of) a coordinator, an **LCCE** team be developed to provide support to teachers implementing the **LCCE** curriculum. Administrators; vocational, special, and general education teachers; and counselors are recommended for inclusion on the team.

### *Training*

Training is helpful for implementing the **LCCE** curriculum. The Training Package can be used for self-training and also contains information about how to conduct group training via staff development workshops. Training also can be arranged by contacting the CEC's Department of Professional Advancement, 1-800-500-LCCE. Costs associated with formal training are negotiated at the time training is scheduled.

## *Program Evaluation*

The Competency Rating Scale is designed to provide an evaluation and progress check for individual competency attainment. The following evaluation instruments are provided for implementors to use to evaluate overall program implementation:

The *Outcome Evaluation Scale* assesses the general effectiveness of the implementation of the **LCCE** Curriculum Program. The Scale is a 15-item instrument structured to elicit information about how well the **LCCE** Curriculum Program is being implemented in a school or district including immediate and long-range effects, curriculum outcomes, and cost-effectiveness.

The *Follow-Up Questionnaire* is a survey instrument designed to obtain information from program graduates regarding the effectiveness of their career development programming. The Questionnaire contains twelve open-ended questions and requests demographic information, including a work history since leaving school. The Questionnaire may be administered by mail, telephone, or personal interview.

## *Sources of Additional Information*

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
(703) 264-9494 FAX

Dr. Donn Brolin
**LCCE** Employability Enhancement Project
111 Townsend Hall
University of Missouri
Columbia, MO 65211
(314) 882-7775

## *References*

Brolin, D. E. (September 30, 1991). Personal interview. Research Triangle Institute: Research Triangle Park, NC.

Brolin, D. E. *Life Centered Career Education A Competency Based Approach*, Fourth Edition (1993); Third Edition (1989). The Council for Exceptional Children. Reston, VA.

Brolin, D. E. (1992). *Life Centered Career Education: Instructional Units and Assessment Batteries.* The Council for Exceptional Children. Reston, VA.

Brolin, D. E. (1993). *Life Centered Career Education: Training Package.* The Council for Exceptional Children. Reston, VA.

Miller, L. S., Glascoe, L. G., & Kokaska, C. J. (1986). *Life Centered Career Education Activity Book One.* The Council for Exceptional Children. Reston, VA.

Miller, L. S., Glascoe, L. G., & Kokaska, C. J. (1986). *Life Centered Career Education Activity Book Two.* The Council for Exceptional Children. Reston, VA.

**Program Summary**

# My Friends & Me

**Developer: Duane E. Davis**
**Year of Publication: 1988**

**My Friends & Me** (**Friends**) is designed to promote the social development and nurture the personal identity of preschool and kindergarten-aged children. This program is intended to help children learn through experience—through activities that promote interaction and reflection (Davis, 1988). Children participate in program activities by listening, discussing, singing, pantomiming, role-playing, and drawing. The **Friends** program can be integrated into daily activities such as arrival time or snack time or used as a separate activity. Following is an overview of the **Friends** curriculum. Implementation information obtained during visits to three sites that have used the **Friends** curriculum is included.

## *Target Population*

**Friends** may be used with normally developing children and children with special needs. Activities may need to be modified for some students with disabilities to accommodate language or developmental delays.

Acceptance and appreciation of individual differences (primarily physical differences) are a theme throughout the program. For example, several activities are designed to increase children's empathic understanding of physical disabilities. We observed the use of **Friends** in self-contained preschool classes for students with mild to moderate developmental and language delays, and in general education kindergarten classes with mainstreamed special education students with mild disabilities. No modifications to the program were made by guidance counselors for the students with disabilities who were in mainstreamed kindergarten classes in one large district. In a smaller district with three elementary schools, preschool special education teachers used **Friends** with 4-5 year old children with developmental delays and language impairments. One of these teachers reported that she did not make modifications to the program, per se. Rather, she made her own enrichment activities to use before and after the **Friends** lessons to assist her students in learning the concepts presented.

The developer suggests that although the program contains many visuals, students with visual impairments may be reached through the oral/auditory activities and manipulation of the magnetic shapes on the activity board. In turn, visual presentations may be the primary mode of delivery for students with hearing impairments (D. Davis, personal communication, September 26, 1991).

## *Intended Student Outcomes*

The goals of the **Friends** program are to help each child develop a confident personal identity; and to help each child develop four types of social skills: (1) how to cooperate, (2) being considerate of others, (3) ownership and sharing, and (4) seeking and giving assistance. **Friends** is based on two assumptions: (a) a clear personal identity or self-image, is basic to healthy psychological development, and (b) a person's self-image is developed through social interaction.

The 87 activities in the **Friends** program that address these student outcomes are grouped into eight themes:

| *Personal Identity* | *Social Skills* |
|---|---|
| Social Identity | Cooperation |
| Emotional Identity | Consideration for Others |
| Physical Identity | Ownership and Sharing |
| Intellectual & Creative Identity | Dependence and Help |

Each theme is addressed repeatedly, on gradually increasing levels of complexity. The **Friends** program is flexible and implementors can choose to use all activities from a theme, or use only lessons that address a specific classroom need. A description of the activities in each theme follows:

## *Personal Identity*

- *Social Identity* (8 activities). These activities are designed to help children understand themselves as social beings. Emphasis is placed on understanding some differences between being alone and being in a group, identifying groups to which one belongs (family and school); on recognizing that sometimes individuals want to be alone and identifying times when it's more enjoyable to be in a group than to be alone.
- *Emotional Identity* (13 activities). Four basic emotions—happiness, sadness, fear, and anger are presented in these activities. Children are taught that emotions are a natural part of human behavior. The activities provide examples of effective and appropriate ways to express emotions. Children are encouraged to identify feelings and the conditions generally associated with certain feelings.
- *Physical Identity* (6 activities). These activities are intended to help children understand and appreciate variations in physical appearance and ability. Topics of interest to children of this age include size in relation to physical strength and how maturation tends to change a person's features and abilities.
- *Intellectual and Creative Identity* (7 activities). These activities promote attitudes of competence and resourcefulness by helping students recognize their intellectual strengths and weaknesses, and by helping them develop confidence in their creative problem-solving abilities. Children are shown that they have already learned many skills and concepts, that skills are improved with practice, and that feelings of pride and satisfaction can be expected to follow an accomplishment.

## *Social Skills*

- *Cooperation* (19 activities). These activities promote cooperation through the use and care of group materials, through working and playing, through talking and listening, and through consideration for the environment.
- *Consideration for Others* (16 activities). These activities help children understand the connections between the behavior of others and their own emotional responses. The activities are designed to prompt children to practice their new understandings by interacting with others in thoughtful, considerate ways.
- *Ownership and Sharing* (7 activities). These activities help children recognize the difference between their property and the property of others. Sharing is defined as the giving or lending of personal property. Taking turns is presented as a way of sharing time, space, and communal property. Refusal to share, and taking another person's property without permission, are considered in light of the feelings they create.
- *Dependence and Help* (10 activities). A psychologically healthy person realizes that everyone needs help sometimes. Activities in this area help children learn when and how to seek and give assistance. Children are encouraged to differentiate between times when help is really needed and when it is not.

## Program Description

**Friends** contains all the materials needed to present the program lessons and activities. The following required materials for program implementation are contained in the program kit, a 14" x 11" x 12" laminated cardboard box in the shape of a two-story house with carrying handle:

- *Activity Manual* - a 370-page spiral bound manual provides the user with information on the program (including its organization, approach, research and development). The bulk of the manual provides step-by-step "say and do" directions for the 87 activities.
- *Willdoo and Candoo* - washable foot-high dolls provide the lead in many of the activities. Willdoo is a girl, with an orange body and lavender hair. Candoo is a boy, with a lavender body and orange hair.
- *Story Book* - 16 illustrated stories about the adventures of Candoo and Willdoo, their classmates, and their teacher, formatted in a spiral bound lap-easel design allows the students to view the color illustrations while the teacher reads the narrative.
- *Songcards and Audiocassette* - 23 songs that reinforce activity themes.
- *Activity Pictures* - four 23" x 29" color pictures printed on two sheets of paper are used to stimulate talk about personal interactions at home, at school, in a busy city, and a suburban shopping area.
- *Magnetic Shapes* - 59 plastic magnetic shapes in six colors and in geometric, human, and doll shapes are used with an activity board. The shapes help illustrate the narratives from the activity manual, stimulate creative thinking, and represent story characters.
- *Home Activity Blackline Masters* - 30 take-home activities includes practical information on child development and activities that can be completed with children at home. The first home activity sheet explains the purpose of the **Friends** program to parents and states that home activities reinforce **Friends** school activities. Although the home activities are not directly associated with classroom activities, the Activity Manual suggests when to send these sheets home. No more than one home activity should be used per week.

Optional materials available for purchase include (a) an activity board, (b) "Listen and Play with My Friends and Me" (2 audiocassettes with recorded stories and songs, a manual of additional activities), and (c) "Being a Friend: Story Activities for Personal and Social Growth" (2 books with 12 stories each). These optional materials were part of the standard 1977 kit. This earlier version features the same activities as the current version; however, they are not organized topically, like the current program. Upon request, AGS can provide a list of activities, by topic, for the 1977 version.

## Implementation Requirements

The program's activities are easy to use and require little preparation. Prior to use of the **Friends** program, implementors are encouraged to take time to familiarize themselves with the program manual and activities.

**Friends** is designed to be used sequentially, by theme, or teachers may determine an order of lessons that better meets the needs of their students. There is no assessment component to the **Friends** program.

Generalization and maintenance of skills are not specifically addressed in the manual; however, the activities that focus on each theme are repeated several times throughout the course of the program. This program is intended to help children learn through experience. "The intent is neither to moralize nor to tell children what to do or how to think. The activities promote interaction and reflection (Davis, 1988, p. 9)." For example, the need for cooperation to complete a task may be introduced in a story told by the teacher, the children may then experience cooperation as they work together to build a structure with wooden blocks, and then they may discuss the results of their actions.

### *Planning*

In the smaller school district previously mentioned, one preschool teacher reported building many of her weekly classroom activities around **Friends** lessons and the concepts they addressed. Although this required a substantial amount of planning, the teacher stated that it was necessary for her preschool students with disabilities. Two other preschool special education teachers primarily used **Friends** activities as fillers and had not integrated the program into their classroom curriculum. These three special education teachers reported liking the program but felt they needed to adapt the content to meet the needs of their preschoolers with disabilities. Repetition of material, beyond what's built into the program, was suggested as one modification they made. One teacher whose class was primarily composed of children with language delays, included additional language activities to supplement the **Friends** lessons for her students. She also adapted the language used in the lessons to reflect terms used by her students (i.e., me-maw for grandma).

One individual can implement this program. However, in the visited district where guidance counselors implemented the program, the classroom teachers typically remained in the room during the lessons and provided assistance as needed (instructional and/or behavioral). In another district, paraprofessionals were integrally involved with the implementation of **Friends** lessons with preschoolers with disabilities.

### *Training*

**Friends** requires no formal training for implementors. It is necessary for implementors to read the instructions provided in the manual and become familiar with the activities, lesson format, and materials prior to use. According to the developer, two or three hours of study will probably be adequate for most individuals (D. E. Davis, personal communication, September, 1991). This amount of time for self-training was confirmed by the implementors we interviewed.

### *Time Requirements*

The **Friends** activities can easily be integrated into most curriculums but should be implemented on a regular, consistent schedule. There are no stringent instructional time requirements. Typical lessons are 20-30 minutes in length. Instructions for shortening or lengthening many activities are included in the manual. In visited sites, **Friends** activities took approximately 15-20 minutes to implement. Based on RTI staff observations of preschool and kindergarten students (both general and special education), 20 minutes seemed to be the limit of their attention spans without compromising content and understanding. Interviewed special education teachers of preschool children with developmental and language delays recommend that lessons be no longer than 15 minutes in order to assure that the interests of the children are maintained.

### *Instructional Grouping*

The manual suggests that **Friends** activities are best presented to small groups of 8 to 12 "normally developing" children but can be presented to classes as large as 20 or more. We observed implementation in general education kindergarten classes with 19-23 students (including 2-5 mainstreamed special education students) and in preschool special education classes of 5-11 students. Implementation appeared to work well with the larger groups of students, particularly when two adults (the guidance counselor and the classroom teacher) were present.

## *Sources of Additional Information*

Additional information about **My Friends & Me**, including the location of sites that have implemented the program and are willing to share their experience, may be obtained by contacting:

AGS Staff
Publishers Building
Circle Pines, MN 55014
(612) 786-4343

Duane E. Davis, Author & Coordinator
29 E. Golden Lake Road
Circle Pines, MN 55014
(612) 784-5966

## *Reference*

Davis, D.E. (1988). *My Friends and Me.* Circle Pines, MN: American Guidance Service.

**Program Summary**

# Play Time/Social Time

**Developers: Vanderbilt/Minnesota Social Iteraction Project,**
**Samuel Odom and Scott McConnell, Project Directors**

**Year of Publication: 1993**

The **Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills** is a 100 day social intervention designed to teach play interaction skills to young children (Vanderbilt/ Minnesota Social Interaction Project 1993; Ostrosky, Chandler, Odom, McConnell, & Peterson, 1991). An overview of **Play Time/Social Time** follows and contains information gathered during visits to two sites that have implemented the program. We originally reviewed and visited sites implementing the Comprehensive Intervention which became commercially available in 1993 as Play Time/Social Time.

## *Target Population*

**Play Time/Social Time** is designed for preschool children, ages 3-5, who engage in little or no positive or playful social interaction with peers, skills often found as deficit in young children with developmental delays or disabilities.

## *Intended Student Outcomes*

**Play Time/Social Time** was created to develop specific play interaction skills. Central to the intervention is the use of children who have appropriate social skills as facilitators of skill development for young children with social deficits. Skills taught to children with skill deficits and their peers include sharing, share requests, play organizing, agreeing, requesting/offering assistance, and persistence. The goal of the instruction is for children to learn to use these skills, enabling them to interact appropriately in play situations without teacher intervention.

## *Program Description*

**Play Time/Social Time** combines the use of two procedures, peer-mediated and child-specific interventions. Peer-mediated interventions teach children with appropriate social skills to interact with children who have been identified as having social interaction deficits (i.e., target children). Specifically, peer mediators are taught to engage target children during play activities by sharing, asking a target child to share a toy, helping organize play activities which include target children, and asking for or providing assistance. Teacher prompts are used with the peer mediators to encourage their initiations with target children, but the prompts are faded towards the end of the intervention as social interactions increase.

Child-specific interventions provide social skills instruction to children who do not have appropriate social interaction skills. During teacher-directed play activities, target children are taught a general set of social skills, including appropriate social initiations and responses. As in the peer-mediated intervention, teacher prompts are used to increase the children's social interactions, but are removed as the social interactions between the target children and peer mediators increase.

Three components are considered key to the implementation of **Play Time/Social Time**:

structured play groups,
social skills instruction, and
teacher prompts.

The 190-page soft-cover **Play Time/Social Time** manual consists of an introduction to the program, guidelines for selecting participants, a description of key components, implementation guidelines and schedule, generalization information, suggestions for program adaptations, intervention activities, and skill lessons.

### *Structured Play Groups*

The purpose of the play group is to teach children ways to interact positively with peers and to give them opportunities to practice the skills they have been taught. Groups should be composed of two or three target children (i.e., children who do not have appropriate social skills) and two or three peers (i.e., children with appropriate social skills). The children meet in their play groups daily to participate in a social skill lesson and a structured play activity. During structured play, children are paired—one target child and one peer—for skill practice.

### *Social Skill Lessons*

Social skill instruction is provided at the beginning of the structured play groups during days 4-28 of the 100 day intervention (following 3 days of introductory activities). Skill lessons are grouped into five blocks that address five social interaction skills:

sharing;

making a request of someone to share;

organizing a play activity (i.e., telling the other child(ren) what to do or what role to play—"Build a house," "You be the mommy");

agreeing; and

requesting/offering assistance.

Five days are allocated for each skill (for a total of 25 days). During the first two days, the teacher introduces the skill, demonstrates the skill, and has the children practice the skill with the teacher or another child. During the remaining three days the teacher reviews the skill with the group and discusses persistence (i.e., how to repeat an initiation or response in order to engage a friend in social interaction). Skill instruction and review are followed by play activities during which children are prompted by the teacher to use the newly learned skills. Following completion of the series of skill lessons, the structured play group becomes the focus for the remainder of the intervention.

Booster sessions are recommended every 20 play sessions. The booster session consists of a review of the social skills taught during skill instruction. Children are asked to recall the steps of each skill and then demonstrate them.

### *Teacher Prompts*

Prompts. The purpose of providing prompts is to increase peer or target children's use of the skills taught during the instructional sessions. The behaviors prompted should be ones that will help the children become, or remain, involved in an enjoyable activity, thus increasing the likelihood that they will repeat the behavior. The manual provides a series of steps for the teacher to follow when prompting a child. Prompts are intended to encourage interactions. The use of prompts is gradually faded over the course of the intervention.

Visual Feedback. **Play Time/Social Time** uses a visual feedback system, called the Happy Face Sheet, to show the target children and peers how much they played together during a play period. The Happy Face Sheet is intended not as reinforcement but rather as a system for self-monitoring. No consequences are tied to the happy faces. Specific instructions are included in the manual for using the Happy Face Sheets. The use of the Happy Face Sheets is gradually faded over the course of the intervention as social interactions among the children increase.

## Implementation Requirements

### Planning

The manual provides specific information on what to do prior to implementing the intervention. Information is provided about classroom arrangement, identifying children with social skill deficits and peers with appropriate social skills, selecting materials, staffing, scheduling, and monitoring and evaluating student progress.

*Classroom Arrangement.* The manual recommends using a quiet, 10' x 10' area of the classroom for conducting the play groups. Recommended furniture includes a table and chairs for group activities and bookshelves or dividers to define the play area boundaries. If the prescribed furniture is not available, creating a play space using taped boundaries (boundaries are needed to contain the children as well as keep children not involved out of the play group.) At one site implementors reported that the group was conducted outside of the classroom to minimize distractions for children not participating.

*Identifying Children.* Specific criteria are given for selecting children in need of social skills instruction and for selecting peers. At a minimum, target children should have:

infrequent social interaction with peers;

a chronological age of at least three years;

the ability to use toys for play;

the ability to communicate with one or two-word utterances;

the ability to understand and follow very short, one-step directions when accompanied by a gesture; and

functional use of vision and hearing.

To participate as peers, children should:

exhibit age-appropriate or good play skills;

demonstrate imagination and creativity in play;

be responsive to other children;

have a history of positive peer interactions;

be able to vocalize share initiations and responses;

reliably follow teacher instructions;

attend to a task for 10 minutes;

maintain good attendance;

be willing to participate; and

have parent and teacher permission.

The manual describes procedures for gathering systematic information on the social competence of students and describes the characteristics of children who are likely to benefit from the intervention.

*Selecting Materials.* Teachers will need to use materials and toys that require sharing for structured play activities. Twenty-one play activities are provided in the manual's appendix. Teachers should feel free to modify or substitute activities as necessary to meet the needs of students (S. Odom, Personal Interview, October 16, 1991).

*Staffing.* The manual recommends that one staff member be responsible for providing instruction and supervising the play groups to ensure implementation consistency. A second adult will need to be available to supervise the activities of students who do not participate in the structured play group.

*Scheduling.* The manual recommends that the program be incorporated into the daily class schedule and implemented at the same time each day. Approximately 15-20 minutes should be allocated daily for the play group. Initially, about 15 minutes will be needed for skill instruction, followed by about 5 minutes of play. Once skill instruction is completed the entire time can be used for a play activity. Also, procedures are provided for supporting generalization of social interaction skills to other settings.

### *Training*

No specific training for implementors is suggested in the manual. Training has been provided, on request, by one or more of the **Play Time/Social Time** developers. Anyone interested in arranging for training should directly contact the developers.

### *Sources of Additional Information*

Additional information about **Play Time/Social Time**, including the location of sites that have implemented the program and are willing to share their experience may be obtained by contacting one of the following:

Sam Odom, Ph.D.
Department of Special Education
Peabody College
Box 328
Vanderbilt University
Nashville, TN 37203

Scott McConnell, Ph.D.
Center on Community Integration
Pattee Hall
University of Minnesota
Minneapolis, MN 55455

Communication Skill Builders
3830 E. Bellevue
P. O. Box 42050
Tucson, Arizona 85733
(602) 323-7500

### *References*

Vanderbilt/Minnesota Social Interaction Project (1993). *Play Time/Social Time: Organizing your classroom to build interaction skills.* Tucson, AZ: Communication Skill Builders.

Ostrosky, M., Chandler, L., Odom, S., McConnell, S., & Peterson, C (1991). *Comprehensive Intervention Manual.* Nashville, TN: Department of Special Education, Peabody College, Vanderbilt University.

**Program Summary**

# The Prepare Curriculum

**Developer: Arnold P. Goldstein**
**Year of Publication: 1988**

The **Prepare Curriculum** contains 10 psychoeducational courses explicitly designed to teach 10 groups of prosocial skills. The **Prepare Curriculum** can be adapted to meet the needs of diverse learners by a variety of "teachers" (e.g., teachers, paraprofessionals, counselors, social workers) in a variety of settings (e.g., elementary and secondary schools, group homes, facilities for delinquent or emotionally disabled youth). According to the developer, Dr. Arnold Goldstein, the **Prepare Curriculum** represents all of the elements of an ideal social skills curriculum. However, Dr. Goldstein recognizes that most practitioners will only be able to teach those courses of the **Prepare Curriculum** that have the most relevance to their students and settings. Teachers are encouraged to select the course(s) to be taught based on the prosocial deficiencies of the participating students.

## *Target Population*

The **Prepare Curriculum** is designed to teach prosocial skills to adolescents and young children who are aggressive, antisocial, withdrawn, and/or socially isolated.

## *Intended Student Outcomes*

The primary goal of the **Prepare Curriculum** is to decrease negative social behavior by promoting prosocial behavior. The 10 skill groups taught through the curriculum are designed to minimize the time spent in distraction, aggression, and other off-task behaviors and to maximize student involvement, on-task time, and, thus, potential learning.

The guiding principle of the **Prepare Curriculum** is to prepare students to live reasonable lives of a prosocial nature. Toward this end, the curriculum is guided by three principles:

1. Children and youth can learn new social skills.
2. Children and youth can learn to generalize their newly learned skills to new situations.
3. The new social skills learned and used by children and youth will make a difference in their lives, including development of positive self-esteem, completion of school, and acquisition of employment.

## *Program Description*

Each course of the **Prepare Curriculum** addresses a specific social skill. Following are the skill groups and descriptions of the courses. The first five courses contain specific guidelines and plans for teaching the skills. The last five courses contain general information about the skills and teachers will need to develop their own instructional strategies and plans for implementation. Each of the courses may be taught to small or large groups of students.

### Problem Solving

Two general types of problem solving are addressed. Interpersonal problem solving is concerned with how individuals who are faced with a problematic event involving a peer, parent, sibling, teacher, boss, or other person, may be effectively trained to engage in competent problem solving. Impersonal problem solving is concerned with intellectual and cognitive events; with solving rational, usually nonemotional, problems; and with fostering creativity and originality.

During the eight-session instructional sequence students are taught to stop and think, identify a problem, gather information about their own and others perspectives, consider alternative actions, and evaluate the consequences and outcomes of their action. Role plays are used to give students opportunities to practice the skills and receive feedback and reinforcement for their performance. Homework is stressed.

### Interpersonal Relations

The interpersonal relations course is also available under separate cover as ***Skillstreaming the Adolescent***, which also was developed by Dr. Goldstein. Students are taught 50 skills necessary for developing effective and satisfying relationships with persons they will encounter in their lives including communication skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning skills. The skills training approach introduced in this course is called "structured learning."

Structured learning along with the anger control and moral reasoning courses are components of the **Aggression Replacement Training** program developed by Arnold Goldstein and Barry Glick. Structured learning includes modeling, role playing, performance feedback, and transfer of training. Homework is stressed.

### Situational Perception

Students are taught to use specific skills and knowledge correctly at the proper time and place. Situational perception instruction requires students to have prior training in problem solving and interpersonal relations. Via group discussion of a conflictual, ambiguous, problematic situation students generate alternative perceptions of the situations and means for their management, evaluate the alternatives, and select among them.

### Anger Control

The goal of this course is to teach individuals (a) to understand what causes them to feel angry and act aggressively and (b) to master techniques they can use to reduce their anger and aggression. Ten, one-hour sessions are designed to teach students to recognize cues to their anger, strategies for reducing anger, understand what triggers their anger, to use self-instructional statements to lower anger arousal, self-evaluate, think ahead of time about consequences of their behavior, recognize behaviors in themselves that make others angry, and practice anger control techniques. Modeling, role plays, performance feedback, and homework are used.

### Moral Reasoning

The moral reasoning course is designed to teach individuals how to think about moral issues, how to deal with moral situations that do not have clear-cut solutions, and how to use principles of fairness and justice in their interactions with others. These goals are achieved through peer group discussions about different kinds of moral dilemmas and the reasoning underlying various behavioral choices in such situations. Teachers may select topics from a list provided in the manual or they may choose other topics of interest. To assist teachers in learning how to identify stages of moral reasoning in students, practice exercises are provided. Homework is recommended.

### *Stress Management*

Teachers may select from a variety of physical and mental activities to teach students to control and reduce the physiological manifestations of the stress response. Students learn skills they can use to induce relaxation. Teachers will need to develop their plan of instruction.

### *Empathy Training*

Strategies to help students develop an understanding of how other people think, feel and act are described. The developer recommends that empathy training contain six components: readiness training (development of an understanding of empathy); perceptual training (nonjudgmental evaluation of others behaviors); affective reverberation training ("trying on" the behaviors of others); cognitive analysis training (determine the nature of the behaviors and label them); communication training (telling others your understanding of what they are feeling or experiencing); and transfer and maintenance training (application of skills outside of the training setting). A variety of approaches to empathy training are described but no specific training plan or sequence is provided. Teachers will need to design their own empathy training program.

### *Recruiting Supportive Models*

Training focuses on providing students with the skills necessary to identify, reach out to, and build relationships with supportive models. Supportive models may include anyone with whom an individual might come into at least moderately regular contact (e.g., parents, relatives, guidance counselors, teachers, peers, coaches, siblings, clergy) and who are stable, committed, accessible, experienced, well-informed, empathic, and effective managers of stressful circumstances. Teachers will need to tailor skill instruction to the needs of students by designing individualized sequences of the skills taught in the interpersonal skills course. Three sample skill sequences are described.

### *Cooperation*

Two broad approaches designed to increase cooperative behavior (working together for mutual benefit) are presented: cooperative learning and cooperative gaming. A discussion of cooperative learning is presented and includes descriptions of several approaches to cooperative learning. A variety of cooperative activities are described and teachers can select those activities they want to use in their classrooms.

### *Understanding and Using Groups*

The broad goal of this course is to help students better understand the group forces impinging upon them and to gain a measure of control over the contents and outcomes of their group interactions. Information about group dynamics is provided along with a listing of group games, simulations, and activities available elsewhere that teachers can use to give students experience with group development. Teachers will need to develop their own instructional plans.

In addition to providing courses for the 10 skills described above, the **Prepare Curriculum** provides procedures for enhancing skill transfer and maintenance and classroom contingency management. Transfer-enhancing procedures include sequential modification of the use of a skill in different settings, overlearning, and self-mediated generalization of skill use. Maintenance-enhancing procedures are used to phase out reinforcers provided during the initial skill training, replacing them with reinforcers that naturally and readily exist in an individual's real-world environment. Classroom contingency management procedures include selecting behavioral goals, informing the class of the behavioral rules, observing and recording current classroom behavior, and applying one or a combination of behavior-change procedures to change current undesirable behaviors into desirable behaviors.

Homework is considered by the developer to be an essential component of the **Prepare Curriculum**.

Homework assignments are designed to give students an opportunity to practice skills outside of the instructional session. According to Dr. Goldstein (Personal Interview, November 8, 1991) if a teacher cannot assure that homework will be assigned, completed, and followed up then the teacher should reconsider teaching of the curriculum.

## *Implementation Requirements*

### *Training*

Although formal training is not required for implementation of the **Prepare Curriculum**, teachers need to carefully review the requirements of courses they intend to teach to determine if they have the knowledge and skills to teach the desired course. According to Dr. Goldstein, most teachers will be able to teach the interpersonal relations, problem solving, and anger control courses by reading the manual. Teachers may feel more comfortable receiving formal training to teach the moral reasoning, cooperative learning, and stress management courses. Information about training can be obtained from Dr. Goldstein (see the section titled "Sources of Additional Information).

## *Sources of Additional Information*

Additional information about the **Prepare Curriculum**, including the location of sites that have implemented the curriculum and are willing to share their experience, may be obtained by contacting:

Research Press Publishers
2612 North Mattis Avenue
Champaign, Illinois 61821
(212) 352-3273

Dr. Arnold Goldstein
Syracuse University
School of Education
Department of Special Education
805 S. Crouse
Syracuse, NY 13244
(315) 443-9641

## *References*

Goldstein, A. P. (1988). *The prepare curriculum: Teaching prosocial competencies.* Champaign, IL: Research Press.

**Program Summary**

# Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills

**Developers:** Ellen McGinnis, Arnold P. Goldstein, Robert P. Sprafkin, and N. Jane Gershaw
Year of Publication: 1984

**Skillstreaming the Elementary School Child** is a social skills instructional program designed to teach social skills through modeling, role play, feedback, and generalization. Sixty social skills are addressed in the manual, however, teachers are encouraged to use the **Skillstreaming** instructional method to teach other social skills. Although the instructional approach used in **Skillstreaming** is structured, teachers are free to be *flexible* in choosing skills, selecting the order in which they will teach the skills, and modifying skill steps as necessary to meet the needs of their students.

An overview of **Skillstreaming** follows and contains information gathered during visits to four sites that have implemented the program.

## *Target Population*

**Skillstreaming** is designed for elementary-aged students (grades one through six) with and without disabilities. Students will need to have the following prerequisite skills:

the ability to sit and focus their attention;

the ability to stay on task for short periods of time;

the ability to understand and follow directions.

In addition to the program designed for elementary-aged students, **Skillstreaming in Early Childhood** and **Skillstreaming the Adolescent** are available and employ the same instructional approach.

## *Intended Student Outcomes*

The goal of **Skillstreaming** is to systematically teach children appropriate prosocial behaviors necessary for effective and satisfying social interactions. The 60 prosocial skills addressed in **Skillstreaming** are divided into five skill groups:

Classroom survival skills;

Friendship-making skills;

Skills for dealing with feelings;

Skill alternatives to aggression; and

Skills for dealing with stress.

## *Program Description*

**Skillstreaming** is contained in a soft-cover, 246-page manual. The forms described and presented in the manual, such as the Teacher and Student Skill Checklists, Group Self-Report Chart, and Homework Form, are contained in a separate, 8-1/2 x 11 inch reproducible booklet.

Each of the 60 **Skillstreaming** skills have been task-analyzed into specific behavioral steps. The manual presents each skill, the behavioral steps for enacting the skill, suggestions for enhancing the effectiveness of skill instruction, suggestions for situations teachers can use to model the skill steps, and additional comments about skill use such as helpful tips and important points to make.

### Example*

Skill 38: Responding to Teasing

*STEPS*

1. Stop and count to five.
2. Think about your choices:
    a. Ignore the teasing.
    b. Say how you feel, in a friendly way.
    c. Give a reason for the person to stop.
3. Act out your best choice.

*SUGGESTED SITUATIONS*

School: Someone is poking you or making faces at you in class.

*COMMENTS*

The students may need practice making appropriate, nonthreatening "I feel" statements.

***Skillstreaming** Manual, p. 147

The majority of the behavioral skill steps are targeted to children in grades three and four. Teachers can modify the skill steps for younger and older elementary-aged children by adding picture cues to the steps for younger children and increasing the complexity of the skill steps for older children.

Teachers also may need to modify the skill steps and instructional procedures for students with disabilities. The manual provides suggested adaptations for students with disabilities, including:

shortening the list of skill steps,

simplifying language,

spending more time practicing specific skills, and

shortening homework assignments.

### *Instructional Approach*

The instructional method used in the **Skillstreaming** program is called Structured Learning and consists of four steps:

*Modeling.* The teacher models each of the behavioral steps for students.

*Role Playing.* Students rehearse and practice the skill steps they have observed by conducting role plays.

*Performance Feedback.* Following student role plays, other students and the teacher(s) provide feedback and positive reinforcement to the role players about their performance—what steps they followed, how well the steps worked, suggestions for improving their use of the skill steps.

*Transfer of Training.* The teacher provides opportunities for students to use the skill steps in other settings, transferring what they learned in the structured skill lesson to the "real world."

Procedures for enhancing modeling, role plays, performance feedback, and transfer of skills are described.

### Homework

Homework assignments are encouraged and have been found by the program's developers to be very successful in helping students transfer skill use from the instructional setting to the real world. Homework is designed to reinforce "real world" skill use. Guidance is given for assigning homework that gradually progresses to independent student use of a skill.

## Implementation Requirements

### Planning

The manual includes a preparation checklist that teachers can use to guide their preplanning efforts. The checklist directs teachers to assure that they have:

Identified classroom space for group instruction;

Scheduled time for instruction;

Prepared themselves to use **Skillstreaming's** instructional method;

Informed parents and others (e.g., other teachers, principal) of the goals and strategies that will be used;

Completed the Teacher Skill Checklist for each selected participant;

Directed each student participant to complete the Student Skill Checklist (optional);

Established group rules with the group's assistance; and,

Established a reinforcement plan and explained the plan to the students.

### Assessment

According to the manual, the first step in using **Skillstreaming** is to assess skill deficits in students. Two assessment tools are provided in the manual. The Student Skill Checklist is a self-rating instrument that allows students to record their perceptions of the skills they feel they need to learn. The instrument is written at the third grade reading level. The Teacher Skill Checklist allows the teacher or other person familiar with the students to rate students on the frequency of their use of the 60 skills and to identify situations in which skill use is particularly problematic. The manual also describes several other methods of assessment that can be used: interviews, self-reports, behavior rating scales, naturalistic observations, analogue observations, and sociometrics. A Skill Training Grouping Chart is provided for teachers to record individual student information from the Teacher and Student Skill Checklists thus creating student profiles. The student profiles can then be used to group students for instruction.

Three tools are provided to assist teachers in monitoring student progress toward skill acquisition.

The *Progress Summary Sheet* is used to record each student's pre and post instruction skill level as measured by the Student and Teacher Skill Checklists.

The *Student Mastery Record* provides a means for monitoring individual student progress toward skill attainment.

The *Group Self-Report Chart* provides a record of the skills students are practicing outside of the instructional setting.

### Location of Instruction

The instructional setting needs to provide space for conducting role plays and for students observing the role plays to watch with a clear view. The instructional setting should resemble, as much as possible, the setting in which students will be expected to apply the skill they are learning. A chalkboard or chart is needed on which the skill and skill steps can be displayed. At the visited schools, **Skillstreaming** instruction occurred in classrooms, the cafeteria, the gym, and the library.

### *Length of Instruction*

The **Skillstreaming** manual recommends conducting instruction three to five times per week. Recommended session length varies for different age or grade levels. Approximate time recommended for grades one and two is 20 minutes; 20-30 minutes should be planned for grades three and four; and 30-40 minutes for grades five and six. The manual suggests that another 10 minutes be used at the end of the school day for students to record on the Group Self-Report Chart the skills they practiced that day. According to school personnel at visited sites, the time estimates provided in the manual are sufficient.

### *Physical Description and Cost*

**Skillstreaming** is contained in a soft-cover, 246-page manual. The forms described and presented in the manual, such as the Teacher and Student Skill Checklists, Group Self-Report Chart, and Homework Form, are contained in a separate, 8-1/2 x 11 inch reproducible booklet.

### *Staffing*

The manual recommends that two leaders work with each group. One leader is the main actor who does the role play. The other leader can help "set the stage" for the role play and can then pay attention to the other group members and help them to understand and evaluate the unfolding role play.

### *Training*

No formal training is required for implementation of **Skillstreaming**. The manual contains all information teachers will need to implement the program in their classrooms. If desired, formal training can be obtained from program author, Dr. Ellen McGinnis. According to Dr. McGinnis training can be completed in two days or less depending on a site's needs.

## *Sources of Additional Information*

Additional information about **Skillstreaming**, including the location of sites that have implemented the program and are willing to share their experience, may be obtained by contacting:

Gail Salyards
Research Press
2612 North Mattis Avenue
Champaign, Illinois 61821
(217) 352-3273
(217) 352-1221 FAX

Ellen McGinnis
Des Moines Public Schools
1800 Grand Ave.
Des Moines, Iowa 50309

## *References*

McGinnis, E., Goldstein, A. P., Sprafkin, R. P., & Gershaw, N. J. (1984). *Skillstreaming the elementary school child: A guide for teaching prosocial skills.* Champaign, Illinois: Research Press.

**Program Summary**

# TRIBES: A New Way of Learning Together

**Developer: Jeanne Gibbs**
**Year of Publication: 1987**

**Tribes** is a social skills instructional program that focuses on creating a positive, safe and supportive environment for children's growth and learning. Through a group development process teachers are able to develop cooperative learning groups or "tribes" of five or six students who work together throughout the school year. The cooperative learning group activities and the whole class or "community circle" activities are designed to enhance students' social development. Tribe members engage in three main types of activities including: (a) sharing personal concerns, sharing feelings, and positively affirming each other; (b) planning, solving problems, and offering support for all tribe members; and (c) working cooperatively on the curriculum assigned by the teacher. Following is an overview of **Tribes**. Implementation information obtained during visits to five sites that have used **Tribes** is included.

## *Target Population*

According to **Tribes'** developer, Jeanne Gibbs, **Tribes** has been used successfully in self-contained, resource, and mainstreamed settings across all age and grade levels from kindergarten through adult. Site visit observations included both self-contained and mainstreamed settings with children who had learning disabilities, emotional/behavioral disabilities, communication disorders, hearing impairments, and severe mental and physical disabilities.

Visits to **Tribes** implementation sites revealed few program modifications were required for students with disabilities. A teacher of students with hearing impairments reported the use of sign language as the only modification needed. A teacher of students with orthopedic disabilities adapted some activities to accommodate the physical limitations of her students. The program appeared less successful with students who had severe disabilities. According to some of the respondents at visited sites, students who are completely nonverbal and students who cannot participate in groups do not do well with **Tribes**.

## *Intended Student Outcomes*

**Tribes** emphasizes the development of six social skills: sharing, respecting, empathizing, participating, reflecting, and listening. These skills are reflected in group agreements or rules, are modeled and reinforced by the teacher, and are promoted throughout all class activities including peer interactions. In addition, the format of **Tribes** contributes to the development of the following cognitive skills: inferring, analyzing, relating data, strategizing, and planning. The main goals for **Tribes** participants include:

1. Students will maintain long-term membership in supportive classroom peer groups, improve self-image, act more responsibly, and increase academic achievement.

2. Teachers will spend less time managing student behavior problems and spend more time in creative teaching.
3. Schools will have a positive climate for learning.
4. Parents will report a carry over of positive statements and attitudes from their children into the home environment.

## *Program Description*

There are three essential components of **Tribes**: the use of cooperative learning techniques; adherence to group and classroom rules or "agreements"; and developing a sense of community in the classroom. A description of each of these follows.

### *Cooperative Learning*

**Tribes** incorporates these essential elements of cooperative learning (Johnson, Johnson, & Holubec, 1992):

*Positive interdependence*: Students are concerned about and take responsibility for their own learning and that of their fellow group members. Teachers are responsible for clearly structuring common group goals including assigning students a role within a group that helps accomplish the assigned task (such as reader, checker, recorder). Teachers reward the groups while recognizing individual contributions.

*Face-to-face interaction*: Students are responsible for helping, encouraging, and praising the efforts of their peers to learn.

*Interpersonal and small group skills*: Students are taught the appropriate social skills for group work: communication, conflict-management, decision-making, leadership, and trust-building.

*Individual accountability*: Each student's performance is assessed and the feedback is shared with the student and his/her group members. This information allows the group members to provide assistance and encouragement to one another as they work on specific tasks.

*Group processing*: Group members discuss their working relationships including which student actions are/are not helpful to achieving their goals, maintaining effective interactions, and deciding which behaviors (individual and group) will continue or change.

### *Ground Rules or Agreements*

Ground rules or agreements for **Tribes** are an essential component of the program. The agreements are designed to assist teachers in building a positive classroom climate and are to be honored at all times.

1. *Attentive listening.* Group members pay close attention to one another and demonstrate respect and consideration for each other.
2. *No put downs/appreciation.* Group members treat each other with kindness and negative remarks are avoided.
3. *Right to pass.* Each group member chooses to what extent he/she will participate. The right to pass (i.e., not provide a response) is respected.
4. *Mutual Respect.* To recognize the value and uniqueness of each person, and appreciate the differences among us; to remind each other that calling people names and gossiping is hurtful - and destroys trust.

One interviewed 4th grade teacher stated that a teacher's modeling of the agreements is why the supportive environment works. Students are encouraged to enforce the agreements within the classroom. Several elementary school teachers using **Tribes** reported that as the students learn and internalize the agreements they monitor their peers' behaviors. This process transfers some of the responsibility for behavior management from the teachers to the students. As one 5th grade teacher told us, "**Tribes** *is* my classroom management because it sets the stage for learning and builds a basis for support among the kids."

In addition to the adherence to **Tribes** agreements as a means of creating a positive learning environment, the use of I-messages is suggested. I-messages focus on behavior, not on personal judgments, and permit an individual to express and "own" their feelings. This is in contrast to You-messages that make personal judgments, put people down, and hold another person responsible for the speaker's feelings.

### *Classroom Community*

**Tribes** is unique in its emphasis on the development of a classroom community. This sense of community is achieved after several weeks of inclusion activities. Inclusion activities occur during "community circle," an important aspect of **Tribes** when the entire class comes together as a whole to get to know one another and/or discuss an issue. (The **Tribes** community circle is similar to Glasser's classroom meeting or to the Magic Circle.) Inclusion activities are designed to provide opportunities for all class members to share personal information (feelings, interests, talents, or special qualities) and receive acknowledgement from the group as having been heard. This process ensures that no one is isolated or left out and helps to establish strong positive relationships among the students and their teacher thus promoting a healthy social climate within the classroom. Examples of these activities include sharing the nature of a relationship with a person (besides a family member) who has had an influence on your life and why; or relating an instance when one felt frustrated, happy, sad, etc.

The manual recommends that community circles meet at the beginning of each day, and whenever possible, at the end of the day. Most of the visited classrooms held community circle once a day in the morning. One teacher reported finding it better to hold community circle at the end of the day making it possible to discuss issues and events of the day. A few teachers made use of community circle several times each day calling students together for planned group activities, to review the days' activities, or to discuss issues as they arose.

### *Activities*

In addition to describing **Tribes** components, the soft-bound 248-page program manual contains approximately 150 activities. Although most of the activities are designed to build inclusion, others relate to developing the stage of influence (see next section). Several of the activities can be used with academic subjects. The activities are flexible and can be adapted to fit the needs of individual classrooms and students. The appropriate age group, time required, and necessary materials are described for each activity. Objectives are specified and instructions, discussion questions, and reflection questions are provided. Following each activity the manual suggests that students make statements of appreciation to each other which promotes a positive climate within the classroom. For example, "I felt good when Mr. Jones listened to me." "I admire Kim for sharing about her mom's surgery." Interviewed teachers reported that **Tribes** activities may be taught as separate lessons or incorporated into academic content activities. Teachers will need to determine how activities can be integrated.

## *Implementation Requirements*

### *Planning*

The development of "community" requires a teacher to be an effective facilitator of groups. Teachers must be knowledgeable about group process and have the ability to organize activities appropriate for the developmental level of their students.

The **Tribes** manual describes various stages of group development to help teachers understand their role and that of their students during each step of community building. The three stages are: inclusion, influence, and affection. The stage of *inclusion* emphasizes the need for every group member to feel safe and valued in the group. The stage of *influence* follows the stage of inclusion. During the stage of influence students are provided opportunities to feel important to the group and to express their ideas and opinions. Group members learn to respect their individual differences and use participatory decision-making so that all members contribute and feel they have influence or power within the group. The stage of *affection*, also referred to as community, is developed when tribe members care and support one another (Shaw, 1990). Member care and support for one another can occur throughout all three stages but will likely intensify as the group progresses through the stages of inclusion and influence. The **Tribes** manual contains a chart that teachers can use to identify potential issues that may arise at each stage, questions/feelings students are apt to have, and what the teacher, as facilitator, needs to do to resolve the issues. Common group development issues include students not feeling included, students not liking their temporary tribes, how to include new students in **Tribes**, and dealing with put-down statements.

In the process of community building, students have an opportunity to experience many different small groupings before forming their permanent tribes. Tribes are formed by the teacher who uses sociometric information gathered from students to guide his/her decisions about which students to group together into tribes. Teachers do not directly participate in the tribes but act as facilitators for tribes' activities. The fact that tribes maintain the same member composition for most of the year is an important aspect of the program since it allows students to establish strong relationships within their tribes.

Our discussions with many teachers (general and special education) revealed that temporary tribes took various formations for several months before the teachers felt their students were ready for permanent tribes. The temporary groupings provide opportunities for each student to interact with all of their classmates and provide the teacher with useful information about which students do/do not work well together. This knowledge can assist a teacher as he/she makes the final decision about permanent tribes. Teachers also reported that the composition of permanent tribes rarely needed to be changed.

**Tribes** transfers some of the leadership in the classroom from the teacher to the students by encouraging students to monitor their own behavior. In the classrooms we visited, many of the teachers raised their arm as a sign for quiet or when they wanted the students' attention. As students noticed the teacher, they too raised their arms, until all students would be facing the teacher with their arms raised. When students were slow to notice the teacher or quiet down it was not unusual for their classmates to remind them to be quiet. Additionally, we observed several situations where students demonstrated internalization of the agreements when they called their peer's attention to inappropriate behavior and related it to the agreements. For example, in one 5th grade class, student X overheard student Y make a derogatory comment to student Z. Student X told student Y that the comment "was a put-down" and the student should apologize (and did).

Day-to-day **Tribes** implementation will require planning for community circle and **Tribes** activities. About 30 minutes per day is needed for community circle and more time will be needed if a teacher decides to conduct more than one community circle per day. However, depending on the number of students in a class and the activity to be conducted in community circle, time requirements may vary.

School-wide implementation is recommended by the **Tribes** developer. Schools that implement the **Tribes** program are encouraged to develop a support system or "tribe" among all of the staff of the school. Suggestions are provided in the **Tribes** manual for ways staff can support one another. One of the visited schools had implemented **Tribes** school-wide and had also established a staff tribes system. The administrators, teachers, and support personnel we spoke with expressed their beliefs that "teacher tribes" are important for successful implementation and providing the necessary peer support.

## *Training*

**Tribes** can be implemented without formal training; however, training is considered essential by the developer as well as **Tribes** implementors at visited sites. Critical information concerning group management and cooperative learning is included in the training that is not in the manual. The manual strongly recommends that teachers participate in the 24 hour training session called **Tribes** Learning Cooperatively (TLC). All training options are experiential, with teachers participating in the same type of cooperative learning tribes they will use in their classrooms. Following is a description of three options.

1. Training can be conducted on-site in 3-eight hour days or spread out over a period of time as 8-three hour segments. Interactive Learning Systems will send a certified trainer to a requesting school or district. The cost is $195 per teacher plus travel and per diem costs.
2. Interactive Learning Systems conducts teacher training approximately twice a year. The three day (24 hours) training takes place at various locations across the country. The costs to a participant include transportation, per diem, lodging, and the training session fee of $450.
3. A school or district can send someone to a five day (34 hours) Training-of-Trainers. The cost is $725 plus travel, five days of lodging, and per diem. This course is conducted three times a year by Interactive Learning Systems.

Consultation and training can be arranged through Interactive Learning Systems. Persons interested in using **Tribes** can obtain the name of a **Tribes** contact in their geographical area from whom further information, and possibly training, may be obtained (see "Sources of Additional Information" at the end of this summary). A school or district may make two units of graduate school credit available to **Tribes** training participants through Chapman University. For more information about graduate credit arrangements contact Interactive Learning Systems (415) 331-4073.

## *Sources of Additional Information*

Additional information about **Tribes**, including the location of sites that have implemented the program and are willing to share their experience, may be obtained by contacting:

Interactive Learning Systems
1505 Bridgeway, Suite 121
Sausalito, CA 94965
(415) 331-4073

To order **Tribes** manuals contact:

Center Source Publications
305 Tesconi Circle
Santa Rosa, CA 95401
(707) 577-8233

## *References*

Gibbs, J. (1987). *Tribes: A process for social development and cooperative learning*, Center Source Publications, Santa Rosa, CA.

Johnson, D., Johnson, R., & Holubec, E. (1992). Cooperative learning—a tool for integrating students with special needs into the regular classroom. In National Education Association's Education Policy & Professional Practice, *The Integration of Students with Special Needs into Regular Classrooms: Policies and Practices That Work*. Washington, D.C.

Shaw, V. (1990). **Tribes**: A community-building process. In Jeanne Gibbs (Ed.), *The Tribes Trail.* Center Source Publications, Santa Rosa, CA.

# Appendix C

# Comparison Summary Checklist

| Identify needs of your student(s):<br>Program Characteristics | Essential Criteria for Program Selection (check all that apply) | Program Title: | Program Title: | Program Title: | Program Title: |
|---|---|---|---|---|---|
| **GRADE LEVELS** | | | | | |
| Preschool (3-4 year olds) | | | | | |
| Elementary (K-5) | | | | | |
| Middle/Junior (6-8) | | | | | |
| Secondary (9-12) | | | | | |
| Postsecondary | | | | | |
| **INSTRUCTIONAL GROUPING** | | | | | |
| Whole Class | | | | | |
| Small Group | | | | | |
| One-on-One | | | | | |
| **INTENDED STUDENT OUTCOMES** | | | | | |
| COMMUNICATION SKILLS (giving feedback, listening, using a quiet voice, negotiating, apologizing, conversing, speaking, seeking and giving help) | | | | | |
| INTERPERSONAL SKILLS (asserting oneself, making friends, dating, negotiating, being aware of and understanding others, dealing with authority figures, initiating interactions, interacting with strangers, interacting with adults, interacting with peers, interacting with co-workers, showing consideration of others, sharing, cooperating) | | | | | |
| PERSONAL SKILLS (being self-aware, maintaining a positive self-concept/personal identity, accepting responsibility for self-care and hygiene, dealing with feelings, using manners, setting goals) | | | | | |
| RESPONSE SKILLS (receiving feedback, following directions, dealing with criticism, dealing with frustration, controlling aggression, accepting consequences of behavior, responding to peer pressure, resolving conflicts, solving problems dealing with stress, empathizing) | | | | | |

## Comparison Summary Checklist, Continued

| Program Characteristics, continued | | Program Title: | Program Title: | Program Title: | Program Title: |
|---|---|---|---|---|---|
| INSTRUCTIONAL MATERIALS | | | | | |
| Text for Trainer(s) | | | | | |
| Student Assessment Instrument(s) | | | | | |
| Maintenance/Generalization Procedures | | | | | |
| Outcome Evaluation Component | | | | | |
| Student Materials<br>Consumable | | | | | |
| Nonconsumable | | | | | |
| Audio/Video Technology | | | | | |
| Computers | | | | | |
| Visuals/Manipulatives | | | | | |
| Total Cost | | | | | |
| INSTRUCTIONAL TIME REQUIREMENTS | | | | | |
| Write in Frequency/Length of Intervention | | | | | |

## NOTES

# Worksheet for Social Skills Programs

*Supports:*

*Obstacles:*

*Consequences:*

# Comparison Summary Checklist: Example

Identify needs of your student(s):

follow teacher directions/listen 2
to identify feelings 1
to share toys with peers 3

| Program Characteristics | Essential Criteria for Program Selection (check all that apply) | Program Titl e: Skillstreaming Early Childhood | Program Title: | Program Title: My Friends & Me | Program Title: |
|---|---|---|---|---|---|
| **GRADE LEVELS** | | | | | |
| Preschool (3-4 year olds) | X | X | | X | |
| Elementary (K-5) | | | | | |
| Middle/Junior (6-8) | | | | | |
| Secondary (9-12) | | | | | |
| Postsecondary | | | | | |
| **INSTRUCTIONAL GROUPING** | | | | | |
| Whole Class | | X | | X | |
| Small Group | X | X | | X | |
| One-on-One | | X | | | |
| **INTENDED STUDENT OUTCOMES** | | | | | |
| COMMUNICATION SKILLS (giving feedback, listening, using a quiet voice, negotiating, apologizing, conversing, speaking, seeking and giving help) | | | | X | |
| INTERPERSONAL SKILLS (asserting oneself, making friends, dating, negotiating, being aware of and understanding others, dealing with authority figures, initiating interactions, interacting with strangers, interacting with adults, interacting with peers, interacting with co-workers, showing consideration of others, sharing, cooperating) | X | X | | X | |
| PERSONAL SKILLS (being self-aware, maintaining a positive self-concept/personal identity, accepting responsibility for self-care and hygiene, dealing with feelings, using manners, setting goals) | X | X | | X | |
| RESPONSE SKILLS (receiving feedback, following directions, dealing with criticism, dealing with frustration, controlling aggression, accepting consequences of behavior, responding to peer pressure, resolving conflicts, solving problems dealing with stress, empathizing) | X | X | | | |

## Comparison Summary Checklist: Example, Continued

| Program Characteristics, continued |  | Program Title: Skillstreaming Early Childhood | Program Title: | Program Title: My Friends & Me | Program Title: |
|---|---|---|---|---|---|
| INSTRUCTIONAL MATERIALS |  |  |  |  |  |
| Text for Trainer(s) |  | X |  | X |  |
| Student Assessment Instrument(s) |  | X |  |  |  |
| Maintenance/Generalization Procedures |  |  |  |  |  |
| Outcome Evaluation Component |  |  |  |  |  |
| Student Materials<br>Consumable |  |  |  |  |  |
| Nonconsumable |  |  |  |  |  |
| Audio/Video Technology |  |  |  |  |  |
| Computers |  |  |  |  |  |
| Visuals/Manipulatives |  |  |  |  |  |
| Total Cost |  | $15 manual<br>$14 forms |  | $340 kit |  |
| INSTRUCTIONAL TIME REQUIREMENTS |  |  |  |  |  |
| Write in Frequency/Length of Intervention |  | 15-20 min/session<br>40 sessions |  | 20 min/session<br>87 lessons |  |

## NOTES

Skillstreaming: no formal training required

Friends : " " " " ; has home notes

## Worksheet for Social Skills Programs: Example

*Supports:*

- willingness of teachers to implement programs
- previous experiences implementing similar programs
- administrative support

*Obstacles:*

- range of cognitive abilities of children in classroom (normally dev. to moderate MR)
- $ (?) yes - Friends ($340)
- time it might take to implement

*Consequences:*

- increased learning
- reduced peer conflict
- enhanced play skills

# Appendix D

# Educators Today Face Significant Challenges

- Every day nearly 135,000 students carry guns to school. During 1987 alone, 415,000 violent crimes occurred in and around schools. Approximately 20% of all students in grades 9 through 12 report having carried a weapon in the previous month (1990).

- During 1993, the following school incidents were reported in a national educational newspaper: A 16-year old high school freshman was stabbed to death when three schoolmates stormed a social studies class in Dartmouth, MA,... A teacher and a custodian died in Grayson, KY, after a 17-year-old student allegedly shot them...And in the rural hamlet of Walton, NY, a high school English teacher is recovering from the shattered jawbone she suffered when she was shot in the face by a rifle-wielding 15-year-old student.

- Approximately 24% of the general population of students and 43% of students with disabilities dropped out of school (1992).

- 88% of all students in grades 9 through 12 report having consumed alcohol in their lifetime, and 58% report having consumed alcohol in the previous month. Approximately 37% report previous marijuana use (1990).

- The American Psychological Association has reported that the average American child, who watches approximately 3 hours of television a day, has by seventh grade witnessed 8,000 murders and more than 100,000 other acts of violence (1993).

- Suicide rates for 15-19-year-old adolescents quadrupled from 1950 to 1988. In 1990, 27% of all students in grades 9 through 12 report they have thought seriously about attempting suicide.

- In 1990, 54% of all students in grades 9 through 12 reported having had sexual intercourse. Approximately 1 million adolescent girls become pregnant each year (1992).

- Young people, who represent about 20% of the population, now account for over 40% of the reported crimes (1991).

- 20% of the nation's families with children live below the poverty level (1992).

# Negative Outcomes Associated with Lack of Social Competence

- Juvenile delinquency, school suspension, grade retention, truancy, dropping out of school
- Conduct-related discharge from military service
- Mental health problems
- Job loss

# Definition of Social Skills

Social skills are an individual's situation-specific behaviors that others judge as socially appropriate.

# Common Themes

- Social skills are specific behaviors.
- Social skills are a component of social competence.
- The extent to which an individual is considered socially skilled is determined by the judgments of others.

# Categories of Social Skills

- Communication Skills
- Interpersonal Skills
- Personal Skills
- Response Skills

# Instructional Strategies for Teaching Social Skills

- Modeling
- Role Playing
- Positive Reinforcement
- Practice/Rehearsal
- Incidental Teaching
- Prompting
- Coaching

# Planning a Social Skills Program

1. Identify the type of skill deficit.
2. How will you assess the skill problem?
3. List instructional strategies that will support learning.
4. How will you plan for generalization and maintenance?
5. How will you integrate social skills instruction into your curriculum and classroom management system?
6. Who will be involved in the program and what will be their roles?
7. What material resources are available to support the program?
8. What barriers exist that need to be addressed? How will you address them?

# Types of Social Skill Deficits

- Skill
- Performance
- Self-Control
- Self-Control Performance

# Social Skill Assessment Techniques

- Sociometrics
- Observation
- Rating Scales
- Behavioral Role Plays

# Factors that Facilitate Generalization

- Teach skills that will be supported in a variety of settings.
- Involve the student.
- Take advantage of teachable moments.
- Teach a variety of responses.
- Teach in different settings with a variety of persons.
- Fade consequences.
- Teach students self-management techniques.

# Factors that Hinder Generalization

- Lack of socially responsive peer group.
- Lack of opportunities to interact socially in different situations during the day.
- Nature of student's disability.

# Potential Sources of Support: *School Personnel*

- General and special education teachers
- Guidance counselors and school psychologists
- Drug Free Schools and Communities Act coordinators
- Principals
- Paraprofessionals
- Food service, office, janitorial, and transportation personnel

## *Others*

- Employers
- Caregivers (Parents, Family Members, Guardians)
- Peers

# Selecting a Social Skills Program

## Step 1: Identify & Prioritize Your Students' Social Skills Needs

## Step 2: Identify and Evaluate Programs for Meeting Needs

- Identify essential selection criteria.
- Identify available programs that meet your criteria.
- Review possible programs and determine fit with your situation.
- Choose a program(s).

## Step 3: Prepare for Implementation

## Step 4: Launch Program & Monitor

## Step 5: Evaluate Impact

# Essential Selection Criteria

- Grade Level
- Student Learning Characteristics
- Intended Outcomes
- Student Grouping
- Time Available
- Material and Human Resources Available

# Implementation Considerations

- Develop goals and objectives for your students based on your students' needs and the intended student outcomes you have targeted for instruction.
- Clearly identify the setting(s) or context(s) in which you want students to use appropriate social skills.
- Consider how you plan to introduce the social skill.
- Carefully review the chosen program materials and gather any additional materials that may be necessary.
- Inform caregivers of program implementation and seek their assistance if possible.

# Implementation Considerations (cont.)

- Obtain formal training or allow time for self-training.
- Determine when and for how long during the school day you will implement the program as well as the overall timeframe for program implementation.
- Plan for skill practice and reinforcement.
- Develop a plan for generalization and maintenance.
- Develop a plan for evaluating whether or not you have achieved your goals.

# Worksheet for Reviewing Social Skills Programs

Supports

Obstacles

Consequences

Social Skills

# *The* SOCIAL SKILLS *Planning Guide*

## SOFTWARE for Macintosh and DOS PCs

Sopris West is producing this software at its own cost, as a service to users of *The Social Skills Planning Guide*. The software is fully functional and is designed to be easy to work with; however, because of the low price of the software, Sopris West cannot offer technical support. Installation instructions are provided with the software.

This easy to use, time-saving software provides you with **instant access** to informative overviews of **76 different social skills programs**, ranging from preschool to high school levels.

The **Comparison Summary Checklist**, a functional tool contained in ***The Social Skills Planning Guide*** manual which aids educators in comparing the benefits and drawbacks of each of the social skills programs under consideration, is included in the software. This checklist can be used either on-screen or printed for use by participants in program selection and implementation planning sessions.

If you are involved in selecting social skills programs to fit individual students' needs, you will find this software to be a valuable quick reference as you progress through the decision-making process.

*The Social Skills Planning Guide* software is **available in Macintosh and MS-DOS** (both 5.25 and 3.5 diskette formats) versions.

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